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ABSTRACT

The fourth annual report on Florida's progress toward excellence in the State University System is presented. A total of 20 "indicators" of quality were used; they include the following seven national measures of efforts toward reaching the upper quartile of state university systems: (1) average full-time faculty salaries, (2) number of national merit scholarship winners enrolled as first-time-in-college students, (3) state financial aid per student, (4) appropriations per headcount student, (5) number of full-time scientists and engineers employed at public universities, (6) research library rank, and (7) number of Phi Beta Kappa chapters. State ranking improved on three of the seven measures. Thirteen additional in-state measures adopted and not involving across-state comparisons include: pass rates on the College Level Academic Skills Test; findings of follow-up studies of State University System graduates; licensure examination results of graduates; mean Graduate Record Examination scores of entering graduate students; percent of full-time faculty by highest earned degree; admission test (Scholastic Aptitude Test and American College Test) scores of students enrolling for the first time; number of endowed chairs; specialized or programmatic accreditation; student full-time equivalent (FTE)/Faculty FTE Ratio; progress toward the faculty and administrator goals of the state plan for equal access and equal opportunity; progress toward the student goals of the state plan for equal access and equal opportunity; contract and grant dollars per faculty member; and national rank of program, school, or college. (SM)

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FLORIDA'S PROGRESS TOWARD EXCELLENCE IN EDUCATION
IN THE STATE UNIVERSITY SYSTEM
1984-85

EXECUTIVE SUMMARY OF A REPORT TO THE
STATE BOARD OF EDUCATION
DECEMBER 1986

National Upper Quartile Measures of the State University System:

- In average full-time faculty salaries, Florida ranks fourteenth among the states. For professors, Florida ranks fourteenth; for associate professors, Florida ranks fifteenth; for assistant professors, Florida ranks seventh; and for instructor, Florida ranks twenty-third.

- In number of National Merit Scholarship winners enrolled as first-time-in-college students, Florida ranks fourth among the states.

- In the amount of state financial aid per student, Florida ranks eighteenth among the states.

- In appropriations per headcount student, Florida ranks eleventh among the states.

- In the number of full-time scientists and engineers employed in public universities, Florida ranks eighth among the states.

- In research library holdings, Florida ranked sixteenth among the 36 states having public university research libraries.

- In the number of Phi Beta Kappa Chapters, Florida is tied with ten other states with two chapters. Seven states have more than two chapters.

Foundational Measures for in-state comparison from year to year:

. Pass Rates on the College Level Academic Skills Test increased on the subtests in writing and essay, stayed the same in computation, and declined in reading. The percentage of those who took the CLAST and passed all four subtests on the first try declined slightly.

. Several universities were able to implement follow-up studies on graduates and employers of graduates. A generally high level of satisfaction with the programs was

indicated in the studies which took that factor into account.

. Licensure examination results indicate improvement in pass rates on six of the ten examinations reported.

. The annual mean GRE score of entering graduate students declined.

. The percent of full-time faculty holding doctoral degrees decreased while the percent holding professional degrees increased.

. The average admissions test scores (SAT & ACT) of students enrolled for the first time declined.

. The financial aid spent per student declined due to an increase in headcount enrollment.

. The number of fully endowed chairs increased by 5 and the number of partially funded endowed chairs increased by 21.

. The number of programs which achieved specialized or programmatic accreditation was increased by 9.

. The student FTE/faculty FTE ratio was reduced from 15.70 to 14.23.

. The percentage of employees in faculty and administrative positions who are Black increased.

. The percentage of freshman students and transfer students with AA degrees who are Black decreased as did the percentage who are Hispanic. The percentage of transfer students with AS degrees who are Black, as well as those who are Hispanic, increased.

. The average number of contract and grant dollars per faculty member increased by $2,047.

STATE UNIVERSITY SYSTEM OF FLORIDA
107 W. Gaines Street, Tallahassee, Florida 32301

December 19, 1986

M E M O R A N D U M

TO: Members, State Board of Education

FROM: Charles B. Reed

SUBJECT: 1986 Report on Indicators of Florida's Progress Toward Excellence in Education

Submitted with this memorandum is the fourth annual report of "Florida's Progress Toward Excellence in Education in the State University System." In response to the State Board of Education's (SBE) goal that on a statewide average, educational achievement in Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment, the Florida Board of Regents (BOR) five years ago directed its staff to identify appropriate "indicators of quality" for the university system. After these indicators were identified and approved by the SBE, each of the presidents of the universities were asked to submit to the Regents an annual plan as to how they would move their individual institutions toward the upper quartile on each indicator. At the end of each year, the presidents submit an annual progress report to the BOR detailing their accomplishments vis-a-vis their plans.

When we started this effort, two basic problems were encountered with identifying national data bases which would allow meaningful comparisons between state higher education systems. The first major problem was simply the scarcity of national information, which is updated on a regular schedule and which includes all public universities. One can usually find a national study on almost any measure of quality. However, these are generally unique research efforts which are not periodically updated and thus cannot be used to measure progress over a specific period of time.

AN AFFIRMATIVE ACTION--EQUAL OPPORTUNITY EMPLOYER

The second major problem encountered with national data bases resulted from the differing state higher education organizational patterns and the lack of common definitions among the states. The definition of a full-time-equivalent student or FTE, one of the commonly used budgeting terms across the states, varied from state to state and, in some cases, even within the same state. Occasionally, an effort has been made within a national data base to rearrange information submitted from the individual states to fit a common or national definition. Although this approach improved the comparability of information from different states, higher education personnel within the states would often be unable to recognize the information they had originally submitted to the national data base. The dissimilarity in higher education organizational patterns from state to state also makes comparability difficult to achieve. For example, in Florida the primary entry point into postsecondary education is the community college. Accordingly, Florida's system is primarily an upper division and graduate system while most other state systems admit a significantly greater proportion of their enrollment at the lower division. This makes it difficult to compare Florida's enrollment and funding levels with those of other states. Another difficulty results because Florida's universities operate year-round with all students being required to enroll full-time at least one summer term, while most other state systems concentrate their resources during the regular nine-month academic year with only limited summer sessions. This makes comparisons of funding levels difficult since funds in the Florida system must cover twelve months of operation while funds in most other states have to cover only nine months.

However, despite these problems, the Florida Board of Regents was able to identify seven national measures which could be used to rank state university systems, to identify the "upper quartile" of state systems, and to evaluate Florida's efforts to move its university system into that upper quartile. National data bases of information on each of these measures exist and are updated periodically. These seven "upper quartile" measures and the current performance of the State University System of Florida on each are as follows:

1. Average Full-Time Faculty Salaries: Florida's State University System has shown steady progress in the improvement of faculty salaries. With an overall average faculty salary of $26,600, Florida ranked 22nd among the 50 states in 1981-82. By 1984-85, with an average faculty salary of $32,500, Florida's rank had been improved to 14th. Faculty salaries were increased again in 1985-86 to $34,523. Florida's rank remained at 14th. Florida's University System should be able to achieve the upper quartile within the next couple of years if modest improvements are continually made in faculty salaries.

2. Number of National Merit Scholarship Winners enrolled as First-Time-in-College Students: On this measure, the State University System is already in the upper quartile. Our major effort here is to attract more of these high ability students and stay in the upper quartile at the same time other states are increasing their efforts to recruit these same "super students." In 1981-82, Florida's State Universities enrolled 132 new freshmen National Merit Scholars thereby ranking Florida fifth among the states. Our universities were able to increase the number of new National Merit Scholars to 174 during 1982-83, making us second only to Texas among the states. However, other states have significantly increased the scholarship funds which they make available to these students while our schools still depend on their own resources to raise scholarship monies. The basic source of our funding for National Merit Scholarships is the universities' share of the profits from vending machines on their campuses. Since vending sales are stable, we have not been able to keep up with the increased efforts of states such as Texas, Michigan and California. By 1983-84, our schools dropped back to fourth place. In 1984-85 we were still in fourth place enrolling only 140 new National Merit Scholars.

3. State Financial Aid Per Student: On this measure, Florida is not in the upper quartile, and is actually moving away from this goal. In 1981-82, Florida provided, on the average, $33.67 per enrolled student for financial aid. At that time, we ranked fifteenth among the states. This figure decreased to $31.74 per student in 1982-83, to $30.67 per student in

1983-84 and to $29.52 in 1984-85, giving Florida a rank of eighteenth among the states. This is obviously a problem area the state needs to address.

4. Appropriations Per Headcount Student: This is another measure in which we are currently in the upper quartile, but in which our rank is dropping. In 1981-82, with a state appropriation to the State University System equal to $3,905 per student, Florida ranked ninth among the states. Although this figure had increased to $4,196 per student by 1983-84, our national rank dropped to twelfth since other states increased their support to the universities at a faster rate than Florida. By 1984-85, Florida ranked eleventh with $4,444 appropriated per student. If this trend should again turn downward, Florida may not be in the upper quartile of states on this measure within a year or two.

5. Number of Full-Time Scientists and Engineers Employed at Public Universities: Florida is already in the upper quartile on this measure. In 1981-82, Florida ranked ninth among states on this measure. By 1984-85, Florida's rank had improved to eighth, with 4,345 scientists and engineers employed full-time at our doctorate-granting institutions. Florida should be able to maintain this rank with the increase in scientific and engineering research funding the universities are attracting from federal agencies and private enterprise.

6. Research Library Rank: On this measure, Florida is not in the upper quartile of states. Our ranking dropped further away from the upper quartile during each of the three years from 1981-82 through 1983-84. In 1981-82, Florida ranked sixteenth out of the 36 states with public university research libraries. Florida's rank had dropped to seventeenth by 1983-84. In the 1984-85 rankings, new criteria were used and Florida's rank increased to sixteenth again. Florida's support of its university research libraries must substantially improve if we expect to make any headway on this quality indicator. If further declines occur, Florida will soon be battling to stay in the middle third of states rather than achieving the upper quartile.

7. Number of Phi Beta Kappa Chapters: This is a long term measure of the quality of undergraduate education programs. New chapter memberships are awarded every three years. New ones established during the past year reduced Florida's rank on this measure. Florida, along with ten other states, has two chapters. In 1982-85, only California (10), New York (9), Ohio (6), Virginia (4), and Michigan (3) had more than two chapters at public institutions. Additional chapters approved for institutions in New Jersey and Pennsylvania for 1985-88 gave those states three chapters and moved them ahead of Florida in the ranking.

In addition to these seven national "upper quartile" measures, the Board of Regents adopted other measures by which the quality of Florida universities and their students are to be measured. These latter measures, referred to as "foundational measures," are in-state measures not involving across-state comparisons. The information for these in-state measures is obtained for each university from the State University System management information process. These "foundational measures" are as follows:

1. Pass Rates on College Level Academic Skills Test (CLAST)
2. Findings of Follow-up Studies (Placement and Performance) of State University Graduates
3. Licensure Examination Results of Graduates
4. GRE Scores of Entering Graduate Students
5. Percent of Full-Time Faculty by Highest Earned Degree
6. Admission Test (SAT & ACT) Scores of Students Enrolling for the First Time
7. Number of Endowed Chairs
8. Specialized or Programmatic Accreditation
9. Student FTE/Faculty FTE Ratio
10. Progress Toward the Faculty and Administrator Goals of the State Plan for Equal Access and Equal Opportunity
11. Progress toward the Student Goals of the State Plan for Equal Access and Equal Opportunity
12. Contract and Grant Dollars Per Faculty Member
13. National Rank of Program, School, or College

The seven national measures largely represent the long-range level of funding available to a state university system. The fourteen "foundation measures" are, in many ways, more immediate measures of the quality of individual universities. As such, they are more useful to university administrators in examining the results of their efforts to improve the quality of their individual institutions.

The Florida Board of Regents is serious about its efforts to improve the quality of the State University System and to move Florida's public universities into the top quartile of states on appropriate indices of performance. However, it will require not only the concentrated and continuing effort on the part of the Board of Regents and of faculty and staff at each university, but also expanded support, both public and private, to attain these standards of nationally recognized excellence. I am submitting this fourth annual report of the results of our efforts to date for the consideration of the State Board of Education.

CBR/cdt

# INTRODUCTION

## INDICATORS OF FLORIDA'S PROGRESS TOWARD EXCELLENCE IN EDUCATION 1984-85

> "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

Florida is on its way toward educational excellence. In January 1983, the State Board of Education approved the concepts proposed by Commissioner Ralph Turlington for reporting Florida's progress toward educational excellence at the elementary and secondary levels. The general direction the Department of Education would take in defining, collecting, and reporting information on the indicators was established. In February 1983, the State Board adopted a similar concept paper for the indicators of quality for the State University System and the Community Colleges.

After the Commissioner of Education and the State Board of Education agreed that Florida should become a state of educational distinction, committees met to develop the most appropriate way of determining progress. A set of indicators for the kindergarten through twelfth grade, adult, community college, and university levels was accepted by the State Board of Education early in 1983.

In defining the indicators, excellence was defined not only in terms of student achievement but by several other appropriate indicators that contribute to our ability to understand the complexities of the educational system. For this reason, the recommended indicators cover several different dimensions of Florida's educational system. They form the basis for determining how our schools are doing as compared to other schools and to their own previous performance. The indicators were divided into four categories: output, input, process and opinion.

Output indicators reveal the status of student learning. They are quantifiable indications of students' skills and knowledge. Input variables identify the status of those conditions under which the educational system must function. Process indicators reveal the activities the system is providing for students. They describe the program and activities being implemented in the educational system. The fourth indicator category contains opinion variables which reveal attitudes about Florida schools.

The first complete report was published December 1983, and included information for the 1981-82 school year. It was decided these data would be the baseline information or benchmark with which later data would be compared. Establishing indicators and reporting annually on these indicators will make it possible for students, educators and citizens to know where we are and whether we are moving toward the "upper quartile" goal.

Data for many indicators have been or are being collected. Some indicators have been easier than others to obtain. A search continues for data on some of the variables--particularly for the national comparison information. Some of the indicators have been located through existing sources, such as the Board of Regents Information Resource Management Services, while others need to be collected from outside agencies or from the individual universities. Each variable has or will have its own timeline depending upon the resources, existing data, surveys, the cooperation of various organizations external to the State University System and related factors.

This report is the fourth annual report and presents the latest information available at the time of printing. Three sections of this report will be bound as separate publications: one for Public Schools, one for Community Colleges and one for the State University System. This report is not considered to be in final form, as new indicators can and should be added in the future.

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1984-85
Academic Year
State University System

# INDICATOR REPORT

Type of Indicator: Output

Name of Indicator: Pass Rates on CLAST, the College Level Academic Skills Test (Formerly, Pretest/Post-test Growth on CLAST Scores)*

Definition of Indicator: Rules 6A-10.313(1) and 6A-10.314(4), FAC, require AA degree candidates and students entering upper division programs to take the College Level Academic Skills Test (CLAST) of communication and computation skills. This year we initiated reporting pass rates on CLAST for each subtest and for all subtests of those taking the examination for the first time.

Analysis: This is a new indicator approved by the State Board of Education to replace the previously required report on Pretest/Post-test Growth on CLAST Scores. The enactment of CS for S.B. 726 by the 1986 Legislature caused the previous indicator to become outdated even before testing procedures were implemented to make the required report possible. This year we initiated reporting pass rates on CLAST for each subtest and for all subtests of those taking the examination for the first time.

Comparison with Previous Report (1983-84): This report is new and no comparisons can be made with 1982-83 information. From the information provided for 1984-85 and 1985-86 in this year's report, it can be seen that the percentage of those who took the CLAST for the first time who passed all four subtests decreased slightly due primarily to a reduction in the percentage of those who passed the reading subtest. The percentage of those who passed the writing and essay subtests increased slightly while the pass rate for the computation subtest remained the same.

Rank of Florida on Indicator: There are no comparable data from other states. This indicator is intended to show improvement within the State University System of Florida from year to year.

*An SUS Foundational Measure.

PASS RATES ON CLAST
SUS STUDENTS TAKING THE EXAM FOR THE FIRST TIME

| | 1984-85 | | 1985-86 | |
|---|---|---|---|---|
| | Number Examined | Percent Passed | Number Examined | Percent Passed |
| All Four Exams | 17726 | 89.9% | 17264 | 89.7% |
| Computation | 17726 | 97.1 | 17264 | 97.1% |
| Reading | 17726 | 97.2% | 17264 | 96.8% |
| Writing | 17726 | 96.8% | 17264 | 97.1% |
| Essay | 17726 | 92.6% | 17264 | 93.1% |

Source: Student Achievement of College-Level Communication and Computation Skills in Florida: 1984-85

College Level Academic Skills Test: Statewide and Institutional Report of Results 1985-86

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Output

Name of Indicator: Findings of Follow-up Studies (Placement and Performance) of State University System Graduates*

Definition of Indicator: Information on the strengths and weaknesses of State University System academic programs from the alumni of SUS institutions and from employers of our graduates should indicate areas needing improvement and the areas in which actual improvement is achieved over time.

Analysis: Each of the universities is currently developing a system by which follow-up studies of its graduates may be conducted on an annual basis. The following information was taken directly from the 1986 "President's Progress Reports and Annual Plans for Progress Toward Educational Excellence" and reflects the reported progress each university made during the 1985-86 academic year in relation to its goals on this indicator. The majority of the universities appear to be making significant progress in tracking their graduates and applying the results of their surveys to curriculum development and program improvement.

University of Florida:

University-wide surveys were taken of all graduating seniors. Results are reported for 1985-86 graduates in the table below:

| Employment Status | Percent of Undergraduate Students | Percent of Graduate Students | Percent of All Who Graduated |
|---|---|---|---|
| Graduate Degree | 23% | 15% | 20% |
| Accepted Job | 29% | 52% | 36% |
| Has Offer | 5% | 3% | 4% |
| Negotiating | 8% | 8% | 8% |
| Available | 32% | 16% | 27% |
| No Answer | 3% | 6% | 4% |

Florida State University:

Surveys were made of those receiving bachelor's degrees and those receiving graduate degrees. The results for 1985-86 are reported below:

Bachelor's Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 67.9% |
| Percentage of employers satisfied | 100.0% |

*Original SUS Foundational Measure

Graduate Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 84.8% |
| Percentage of employers satisfied | 100.0% |

Florida A & M University:

Surveys of 1985-86 graduates produced the following results:

Bachelor's Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 66.0% |
| Percentage of employers satisfied | 75.0% |

Master's and Specialist's Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 93.0% |
| Percentage of employers satisfied | 95.9% |

Professional Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 77.0% |
| Percentage of employers satisfied | 81.0% |

University of South Florida:

Currently, several colleges and the Career Resource Center survey selected graduates regarding different issues, such as employment satisfaction, starting salaries, and graduate school plans. No survey is conducted of all graduates; however, an instrument has been drafted for this purpose. During 1986/87 this instrument will be finalized and implementation plans developed.

Florida Atlantic University:

Surveys of graduates produced the following results:

Bachelor's Program

| | |
|---|---|
| Percentage of graduates satisfied with program | 93.6% |
| Percentage of employers satisfied | 93.5% |

Master's and Specialist's Programs

| | |
|---|---|
| Percentage of Graduates satisfied with program | 90.8% |
| Percentage of employers satisfied | 92.0% |

Professional Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 100.0% |
| Percentage of employers satisfied | 100.0% |

Doctoral Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 100.0% |
| Percentage of employers satisfied | 100.0% |

University of West Florida:

A survey was mailed to each of the 575 graduates and employers of the class of 1985. The results are reported below:

Bachelor's Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 92.0% |
| Percentage of employers satisfied | 100.0% |

Master's and Specialist's Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 91.0% |
| Percentage of employers satisfied | 100.0% |

University of Central Florida:

The university will implement an annual follow-up study of alumni performance on a discipline-by-discipline basis through the placement office. Through the means of an alumni follow-up study and industrial survey the University will identify the strengths and weaknesses of the graduates and identify additional competencies that must be incorporated into the curriculum.

Florida International University:

The Office of Resource and Analysis will work with the academic units and Office of Registration and Records to initiate the appropriate follow-up studies.

University of North Florida:

Surveys of 1984-85 graduates and employers were made in 1986. The employer survey did not differentiate between graduates and undergraduates.

Bachelor's Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 98.0% |
| Percentage of employers satisfied | 90.0% |

Master's and Specialist's Programs

| | |
|---|---|
| Percentage of graduates satisfied with program | 99.0% |
| Percentage of employers satisfied | 90.0% |

An evaluation model to evaluate the quality of the teacher education program was developed as a result of the Teacher Education Internship Project during 1983-84 and 1984-85. A purpose of the grant was to assess

not only the perceptions of the COEHS students during their program and after graduation, but also the perceptions of their employers. The latest results (September 1984) indicate that UNF students enrolled in the program successfully completed it.

Rank of Florida on Indicator: No comparable national data base is available. This indicator is intended to show improvement within the State University System of Florida from year to year.

Source of Data: 1986 SUS President's Progress Reports and Annual Plans for Progess Toward Educational Excellence

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Output

Name of Indicator: Licensure Examination Results of Graduates*

Definition of Indicator: The number and percentage of university graduates passing state licensure examinations in professional fields is a measure of the quality of the professional education they receive. The higher the portion of graduates passing licensure examinations, the more relevant was their education.

Analysis: Information concerning the performance of SUS graduates was collected for the following professions for licensure examinations administered during 1984-85:

Clinical Social Worker
Dentistry
Engineering
Engineering Intern
Land Surveying
Land Surveying Intern
Law
Marriage and Family Therapy
Mental Health Counseling
Nursing
Pharmacy
Physical Therapist
Physical Therapist Assistant
Psychology
Veterinary Medicine

Information for 1984-85 was unavailable for the professions listed below. The majority of the organizations which license professionals in these fields did not have an expedient method of gathering this data, or did not maintain separate records on SUS graduates. However, it is anticipated that the majority of these professions will be able to provide this information in the future.

*Original SUS Foundational Measure

Accounting
Architecture
Landscape Architect
Medicine
Nursing Home Administration
Pest Control
School Counseling
Teacher Education

Rank of Florida on Indicator: No comparable national data base is available. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Report (1983-84): Comparisons between the State University System average passing rates are shown below for 10 licensure examinations for which data were available in both 1983-84 and 1984-85. Six of the ten examination passing rates showed improvement, while the passing rates for four examinations declined. It should be noted that year-to-year comparisons should be interpreted cautiously, as examinations and scoring procedures are subject to change. Comparisons of the passing rates between universities should also be made with caution, as a number of factors, such as student background and admissions procedures, may influence examination performance.

| Examination | Percent Passing - SUS Average | |
|---|---|---|
| | 1983-84 | 1984-85 |
| Clinical Social Worker | 66.7% | 80.0% |
| Dentistry | 95.5% | 83.1% |
| Engineering | 59.1% | 38.8% |
| Land Surveying | 55.6% | 58.8% |
| Law | 85.6% | 84.4% |
| Marriage and Family Therapy | 50.0% | 100.0% |
| Mental Health Counselors | 55.6% | 96.2% |
| Nursing | 90.8% | 89.2% |
| Pharmacy | 76.8% | 91.3% |
| Veterinary Medicine | 84.3% | 93.2% |

Source of Data: Florida Department of Professional Regulation; Independent Licensing Agencies

STATE UNIVERSITY SYSTEM OF FLORIDA
RESULTS OF LICENSURE EXAMINATIONS IN PROFESSIONAL FIELDS
1984-85

| | | Number Taking Exam | Number Passing Exam | Percent Passing Exam |
|---|---|---|---|---|
| CLINICAL SOCIAL WORKER | SUS Total | 10 | 8 | 80.0% |
| | FSU | 10 | 8 | 80.0% |
| DENTISTY | SUS Total | 77 | 64 | 83.1% |
| | UF | 77 | 64 | 83.1% |
| ENGINEERING | SUS Total | 201 | 78 | 38.8% |
| | UF | 84 | 49 | 58.3% |
| | FSU | 1 | 0 | 0.0% |
| | FAMU | 7 | 1 | 14.3% |
| | USF | 46 | 14 | 30.4% |
| | FAU | 13 | 2 | 15.4% |
| | UCF | 28 | 10 | 35.7% |
| | FIU | 22 | 2 | 9.1% |
| ENGINEERING INTERN | SUS Total | 558 | 387 | 69.4% |
| | UF | 194 | 162 | 83.5% |
| | FSU | 6 | 5 | 83.3% |
| | FAMU | 6 | 1 | 16.7% |
| | USF | 95 | 66 | 69.5% |
| | FAU | 14 | 10 | 71.4% |
| | UWF | 1 | 0 | 0.0% |
| | UCF | 219 | 135 | 61.6% |
| | FIU | 23 | 8 | 36.4% |
| LAND SURVEYING | SUS Total | 17 | 10 | 58.8% |
| | UF | 13 | 9 | 69.2% |
| | USF | 1 | 0 | 0.0% |
| | UCF | 1 | 1 | 100.0% |
| | FIU | 2 | 0 | 0.0% |
| LAND SURVEYING INTERN | SUS Total | 10 | 9 | 90.0% |
| | UF | 10 | 9 | 90.0% |
| LAW | SUS Total | 493 | 416 | 84.4% |
| | UF | 317 | 264 | 83.3% |
| | FSU | 176 | 152 | 86.4% |
| MARRIAGE & FAMILY THERAPY | SUS Total | 9 | 9 | 100.0% |
| | UF | 2 | 2 | 100.0% |
| | FSU | 5 | 5 | 100.0% |
| | USF | 2 | 2 | 100.0% |

| | | Number Taking Exam | Number Passing Exam | Percent Passing Exam |
|---|---|---|---|---|
| MENTAL HEALTH COUNSELORS | SUS Total | 26 | 25 | 96.2% |
| | UF | 7 | 7 | 100.0% |
| | FSU | 4 | 3 | 75.0% |
| | USF | 9 | 9 | 100.0% |
| | FAU | 2 | 2 | 100.0% |
| | UWF | 4 | 4 | 100.0% |
| NURSING | SUS Total | 406 | 362 | 89.2% |
| | UF | 126 | 125 | 99.2% |
| | FSU | 55 | 43 | 78.2% |
| | FAMU | 6 | 4 | 66.7% |
| | USF | 60 | 56 | 93.3% |
| | FAU | 21 | 16 | 76.2% |
| | UCF | 77 | 73 | 94.8% |
| | FIU | 50 | 34 | 68.0% |
| | UNF | 11 | 11 | 100.0% |
| PHARMACY | SUS Total | 138 | 126 | 91.3% |
| | UF | 96 | 96 | 100.0% |
| | FAMU | 42 | 30 | 71.4% |
| PHYSICAL THERAPIST ASSISTANT | SUS Total | 0 | 0 | ___ |
| PSYCHOLOGY | SUS Total | 0 | 0 | ___ |
| VETERINARY MEDICINE | SUS Total | 148 | 138 | 93.2% |
| | UF | 148 | 138 | 93.2% |

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Mean Graduate Record Examination Scores of Entering Graduate Students (Previously Graduate Record Discipline Examination Scores of Students Graduating from SUS Institutions)*

Definition of Indicator: The Graduate Record Examination (GRE) is an achievement test which measures the mastery of undergraduate studies. Its main use is as a predictor of student success in graduate school. It can also be used to determine improvements in the quality of students attracted to the universities when scores of entering graduate students are examined over time.

Analysis: Prior to this report, mean GRE scores of students graduating at the baccalaureate level were reported as an indicator of quality of undergraduate programs. Since undergraduates are not required to take the GRE prior to graduation and usually elect to send GRE scores only to those graduate schools to which admission is sought, the number of graduating seniors who elect to send GRE scores to the degree-granting institution may be very small in proportion to the total number who graduate. The mean scores of those whose scores are available to the degree-granting institution are not a representative sample of those who graduate. For these reasons, the information reported in previous years was inadequate for reporting the output quality of graduates at the baccalaureate level.

The universities collect GRE scores on a large number of students who enter graduate school because the GRE score may be used as one of the criteria for meeting state requirements for admission to graduate programs in Florida's public universities. A request was submitted to and approved by the State Board of Education to change the indicator to a report of the Mean Graduate Record Examination Scores of Entering Graduate Students. Therefore, the mean GRE scores of entering graduate students are reported this year for the first time. These mean scores reflect an input measure of quality of the graduate students attracted to the universities. By contrast, the mean GRE scores reported in previous years reflected an output measure of quality of the undergraduate programs.

Rank of Florida on Indicator: No comparable national data base has been identified. This indicator is intended to show improvement within the State University System of Florida from year to year.

*An SUS Foundational Measure

Comparison With Previous Report (1983-84): This is a new indicator report (see analysis). Mean GRE scores reported for 1983-84 reflect an inadequate output measure of quality of the undergraduate programs. This report for 1984-85 reflects an input measure of the quality of students attracted to graduate programs. The reports for 1983-84 and 1984-85 are not comparable indicators since one measures input while the other measures output and one measures the graduate programs while the other measures the undergraduate programs. In order to look at the change in mean GRE scores for entering graduate students, data for 1983-84 and 1984-85 are provided in this report. The annual mean GRE scores for the SUS dropped from 1041.9 to 1028.7 between 1983-84 and 1984-85. Those universities which experience a decline are UF, FSU, USF, FAU, UCF, FIU and UNF. Only FAMU and UWF realized an increase in mean GRE scores of new graduate students.

Source of Data: Fact Book, 1984-85

GRADUATE RECORD EXAMINATION (GRE) SCORES OF GRADUATE STUDENTS WHO WERE ADMITTED AND REGISTERED IN GRADUATE PROGRAMS OFFERED WITHIN THE STATE UNIVERSITY SYSTEM DURING THE 1983-84 ACADEMIC YEAR

| Institution | 400-499 | 500-599 | 600-699 | 700-799 | 800-899 | 900-999 | 1000-1099 | 1100-1199 | 1200-1299 | 1300-1399 | 1400-1499 | 1500-1599 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SUS** | | | | | | | | | | | | | | |
| No. of Students... | 15 | 40 | 111 | 252 | 366 | 586 | 816 | 659 | 442 | 228 | 87 | 26 | 3,628 | 1,997 |
| % of Students..... | 0.4 | 1.1 | 3.1 | 6.9 | 10.1 | 16.2 | 22.5 | 18.2 | 12.2 | 6.3 | 2.4 | 0.7 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,041.9 | 1,067.2 |
| **UF** | | | | | | | | | | | | | | |
| No. of Students... | 1 | .... | 6 | 18 | 27 | 80 | 226 | 182 | 121 | 82 | 25 | 7 | 775 | 544 |
| % of Students..... | 0.1 | .... | 0.8 | 2.3 | 3.5 | 10.3 | 29.2 | 23.5 | 15.6 | 10.6 | 3.2 | 0.9 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,120.8 | 1,132.2 |
| **FSU** | | | | | | | | | | | | | | |
| No. of Students... | 3 | 14 | 35 | 67 | 92 | 153 | 181 | 144 | 101 | 51 | 23 | 6 | 870 | 554 |
| % of Students..... | 0.3 | 1.6 | 4.0 | 7.7 | 10.6 | 17.6 | 20.8 | 16.6 | 11.6 | 5.9 | 2.6 | 0.7 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,027.7 | 1,048.6 |
| **FAMU** | | | | | | | | | | | | | | |
| No. of Students... | .... | 1 | .... | .... | 4 | .... | 2 | .... | .... | .... | .... | .... | 7 | 2 |
| % of Students..... | .... | 14.3 | .... | .... | 57.1 | .... | 28.6 | .... | .... | .... | .... | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 848.6 | 675.0 |
| **USF** | | | | | | | | | | | | | | |
| No. of Students... | 2 | 2 | 18 | 82 | 127 | 165 | 212 | 152 | 109 | 37 | 13 | 6 | 925 | 478 |
| % of Students..... | 0.2 | 0.2 | 1.9 | 8.9 | 13.7 | 17.8 | 22.9 | 16.4 | 11.8 | 4.0 | 1.4 | 0.6 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,023.1 | 1,038.3 |
| **FAU** | | | | | | | | | | | | | | |
| No. of Students... | 1 | 1 | 7 | 11 | 13 | 28 | 47 | 39 | 19 | 11 | 5 | 2 | 184 | 88 |
| % of Students..... | 0.5 | 0.5 | 3.8 | 6.0 | 7.1 | 15.2 | 25.5 | 21.2 | 10.3 | 6.0 | 2.7 | 1.1 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,053.2 | 1,041.9 |
| **UWF** | | | | | | | | | | | | | | |
| No. of Students... | 6 | 13 | 27 | 30 | 54 | 72 | 72 | 52 | 30 | 21 | 5 | 1 | 383 | 138 |
| % of Students..... | 1.6 | 3.4 | 7.0 | 7.8 | 14.1 | 18.8 | 18.8 | 13.6 | 7.8 | 5.5 | 1.3 | 0.3 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 972.9 | 1,010.1 |

GRADUATE RECORD EXAMINATION (GRE) SCORES OF GRADUATE STUDENTS WHO WERE ADMITTED AND REGISTERED IN GRADUATE PROGRAMS OFFERED WITHIN THE STATE UNIVERSITY SYSTEM DURING THE 1983-84 ACADEMIC YEAR, Continued

| Institution | 400-499 | 500-599 | 600-699 | 700-799 | 800-899 | 900-999 | 1000-1099 | 1100-1199 | 1200-1299 | 1300-1399 | 1400-1499 | 1500-1599 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UCF | | | | | | | | | | | | | | |
| No. of Students... | .... | 1 | 6 | 16 | 30 | 58 | 54 | 72 | 47 | 21 | 11 | 4 | 320 | 161 |
| % of Students..... | .... | 0.3 | 1.9 | 5.0 | 9.4 | 18.1 | 16.9 | 22.5 | 14.7 | 6.6 | 3.4 | 1.3 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,076.8 | 1,086.5 |
| FIU | | | | | | | | | | | | | | |
| No. of Students... | 2 | 6 | 10 | 20 | 16 | 18 | 14 | 12 | 9 | 4 | 5 | .... | 116 | 18 |
| % of Students..... | 1.7 | 5.2 | 8.6 | 17.2 | 13.8 | 15.5 | 12.1 | 10.3 | 7.8 | 3.4 | 4.3 | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 927.7 | 935.0 |
| UNF | | | | | | | | | | | | | | |
| No. of Students... | .... | 2 | 2 | 8 | 3 | 12 | 8 | 6 | 6 | 1 | .... | .... | 48 | 14 |
| % of Students..... | .... | 4.2 | 4.2 | 16.7 | 6.3 | 25.0 | 16.7 | 12.5 | 12.5 | 2.1 | .... | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 967.1 | 994.3 |

NOTE: The Admissions File does not necessarily contain the GRE scores of all graduate students. The data presented represents what was reported by the institutions.

SOURCE: Admissions File, Summer 1983, Fall 1983 and Spring 1984

GRADUATE RECORD EXAMINATION (GRE) SCORES OF GRADUATE STUDENTS WHO WERE ADMITTED AND REGISTERED IN GRADUATE PROGRAMS OFFERED WITHIN THE STATE UNIVERSITY SYSTEM DURING THE 1984-85 ACADEMIC YEAR

| Institution | 400-499 | 500-599 | 600-699 | 700-799 | 800-899 | 900-999 | 1000-1099 | 1100-1199 | 1200-1299 | 1300-1399 | 1400-1499 | 1500-1599 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SUS | | | | | | | | | | | | | | |
| No. of Students... | 8 | 57 | 143 | 349 | 538 | 802 | 1,108 | 883 | 606 | 284 | 122 | 24 | 4,924 | 2,767 |
| % of Students..... | .2 | 1.2 | 2.9 | 7.1 | 10.9 | 16.3 | 22.5 | 17.9 | 12.3 | 5.8 | 2.5 | .5 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,038.7 | 1,057.2 |
| UF | | | | | | | | | | | | | | |
| No. of Students... | .... | 2 | 9 | 32 | 60 | 169 | 365 | 346 | 244 | 109 | 60 | 15 | 1,411 | 933 |
| % of Students..... | .... | .1 | .6 | 2.3 | 4.3 | 12.0 | 25.9 | 24.5 | 17.3 | 7.7 | 4.3 | 1.1 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,118.5 | 1,130.2 |
| FSU | | | | | | | | | | | | | | |
| No. of Students... | 1 | 17 | 34 | 64 | 100 | 121 | 182 | 109 | 90 | 48 | 20 | 4 | 790 | 545 |
| % of Students..... | .1 | 2.2 | 4.3 | 8.1 | 12.7 | 15.3 | 23.0 | 13.8 | 11.4 | 6.1 | 2.5 | .5 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,018.5 | 1,033.7 |
| FAMU | | | | | | | | | | | | | | |
| No. of Students... | .... | .... | 2 | 1 | 1 | 2 | 7 | 1 | 1 | .... | 1 | .... | 16 | 12 |
| % of Students..... | .... | .... | 12.5 | 6.2 | 6.2 | 12.5 | 43.8 | 6.2 | 6.2 | .... | 6.2 | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 990.6 | 1,042.5 |
| USF | | | | | | | | | | | | | | |
| No. of Students... | 1 | 1 | 12 | 138 | 170 | 241 | 263 | 199 | 118 | 62 | 15 | 3 | 1,223 | 643 |
| % of Students..... | .1 | .1 | 1.0 | 11.3 | 13.9 | 19.7 | 21.5 | 16.3 | 9.6 | 5.1 | 1.2 | .2 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,014.6 | 1,022.1 |
| FAU | | | | | | | | | | | | | | |
| No. of Students... | 1 | .... | 7 | 19 | 19 | 40 | 56 | 46 | 21 | 12 | 3 | .... | 224 | 97 |
| % of Students..... | .4 | .... | 3.1 | 8.5 | 8.5 | 17.9 | 25.0 | 20.5 | 9.4 | 5.4 | 1.3 | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,029.4 | 1,043.1 |
| UWF | | | | | | | | | | | | | | |
| No. of Students... | 1 | 9 | 19 | 35 | 59 | 60 | 71 | 58 | 50 | 15 | 3 | 1 | 381 | 158 |
| % of Students..... | .3 | 2.4 | 5.0 | 9.2 | 15.5 | 15.7 | 18.6 | 15.2 | 13.1 | 3.9 | .8 | .3 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 995.7 | 992.0 |

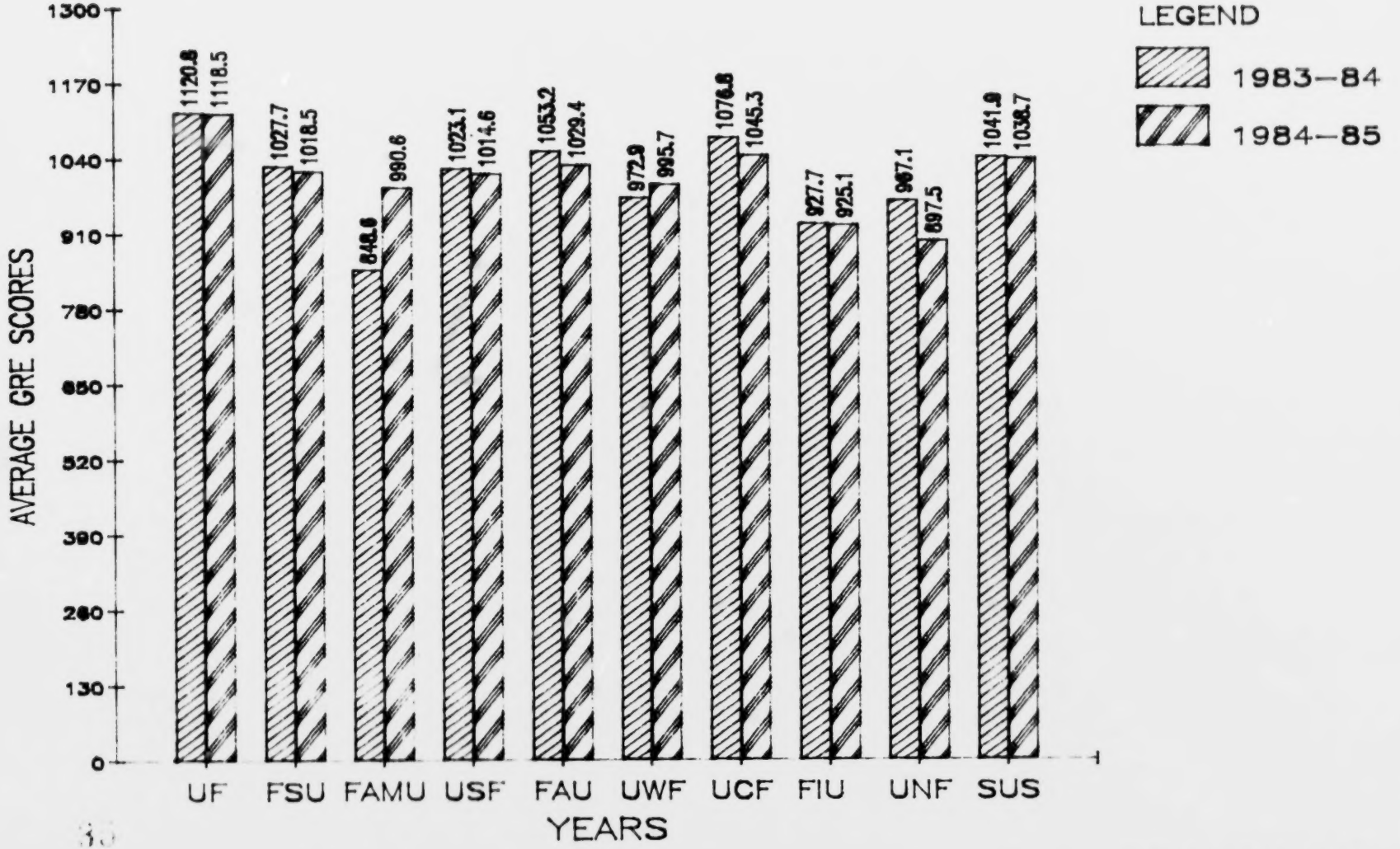
GRADUATE RECORD EXAMINATION (GRE) SCORES OF GRADUATE STUDENTS WHO WERE ADMITTED AND REGISTERED IN GRADUATE PROGRAMS OFFERED WITHIN THE STATE UNIVERSITY SYSTEM DURING THE 1984-85 ACADEMIC YEAR, Continued

| Institution | 400-499 | 500-599 | 600-699 | 700-799 | 800-899 | 900-999 | 1000-1099 | 1100-1199 | 1200-1299 | 1300-1399 | 1400-1499 | 1500-1599 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UCF | | | | | | | | | | | | | | |
| No. of Students... | 1 | 8 | 16 | 17 | 59 | 81 | 97 | 78 | 58 | 31 | 16 | 1 | 463 | 221 |
| % of Students..... | .2 | 1.7 | 3.5 | 3.7 | 12.7 | 17.5 | 21.0 | 16.8 | 12.5 | 6.7 | 3.5 | .2 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,045.3 | 1,055.7 |
| FIU | | | | | | | | | | | | | | |
| No. of Students... | 3 | 12 | 27 | 30 | 42 | 60 | 45 | 30 | 19 | 6 | 4 | .... | 278 | 96 |
| % of Students..... | 1.1 | 4.3 | 9.7 | 10.8 | 15.1 | 21.6 | 16.2 | 10.8 | 6.8 | 2.2 | 1.4 | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 925.1 | 949.0 |
| UNF | | | | | | | | | | | | | | |
| No. of Students... | .... | 8 | 17 | 13 | 28 | 28 | 22 | 16 | 5 | 1 | .... | .... | 138 | 62 |
| % of Students..... | .... | 5.8 | 12.3 | 9.4 | 20.3 | 20.3 | 15.9 | 11.6 | 3.6 | .7 | .... | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 897.5 | 894.2 |

NOTE: The Admissions File does not necessarily contain the GRE scores of all graduate students. The data presented represents what was reported by the institutions.

SOURCE: Admissions File, Summer 1984, Fall 1984 and Spring 1985

# AVERAGE GRE TOTAL SCORES ENTERING GRADUATE STUDENTS 1983–84 and 1984–85




Source: SUS Admissions File

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Average Full-Time Faculty Salaries*

Definition of Indicator: The recruitment and retention of high quality faculty members is possible only if the university system can offer competitive salaries. It is therefore essential that the SUS keep faculty salaries at a level high enough to bring the entire SUS faculty into the upper quartile.

Analysis: Attached is the 1983-84 and 1984-85 listings of the top fourteen states on the basis of the average faculty salaries paid to faculty members teaching at state four-year colleges and universities. Also shown is Florida's rank in relation to these top fourteen. This information was obtained from the American Association of University Professors (AAUP) Annual Report on Faculty Salaries.

The calculation of an average salary for a university system's faculty members will give only a rough indication of how well or poorly they are being compensated when compared with faculty members in another university system. Averaging overlooks the variation of compensation among ranks and disciplines. Such a method is much more appropriate to public school teachers whose duties and job requirements are roughly the same.

Rank of Florida on Indicator: In 1983-84, Florida's national rank was 20th on the basis of average faculty salaries across all ranks. In 1984-85, Florida's rank rose to 14th on this indicator.

Comparison With Previous Report (1983-84): Although the average faculty salary across all ranks increased from $28,600 in 1982-83 to $29,700 in 1983-84, Florida's national rank remained unchanged at 20. However, in 1984-85, Florida's average faculty salary increased to $32,500 and a corresponding increase in national rank to 14th was evidenced.

Source of Data: AAUP (Maryse Eymonerie Associates, Inc.)

*Original SUS Upper Quartile Measure

ALL FACULTY RANKS AVERAGE SALARIES IN
PUBLIC GRADUATE DEGREE GRANTING INSTITUTIONS
OF HIGHER EDUCATION
1984-85

| Rank Order | State | Salary |
|---|---|---|
| 1 | California | $38,370 |
| 2 | New York | 36,130 |
| 3 | Connecticut | 36,020 |
| 4 | Massachusetts | 35,280 |
| 5 | Minnesota | 34,930 |
| 6 | Ohio | 34,420 |
| 7 | Wyoming | 34,070 |
| 8 | Arizona | 33,900 |
| 9 | New Jersey | 33,640 |
| 10 | Michigan | 33,500 |
| 11 | Delaware | 33,170 |
| 12 | Utah | 32,680 |
| 13 | Iowa | 32,670 |
| 14 | FLORIDA | 32,500 |

Source: AAUP (Maryse Eymonerie Associates, Inc.)
April 1985

Note: Due to their economic conditions and high cost of living, Alaska and Hawaii are excluded from this table.

ALL FACULTY RANKS AVERAGE SALARIES IN
PUBLIC GRADUATE DEGREE GRANTING INSTITUTIONS
OF HIGHER EDUCATION
1985-86

| Rank Order | State | Salary |
|---|---|---|
| 1 | California | $41,761 |
| 2 | Massachusetts | 39,788 |
| 3 | Connecticut | 38,875 |
| 4 | New Jersey | 38,253 |
| 5 | Minnesota | 36,740 |
| 6 | Ohio | 36,388 |
| 7 | Arizona | 36,039 |
| 8 | New York | 35,982 |
| 9 | Wyoming | 35,915 |
| 10 | Michigan | 35,661 |
| 11 | Delaware | 35,089 |
| 12 | Utah | 34,736 |
| 13 | North Carolina | 34,712 |
| 14 | FLORIDA | 34,523 |

Source: AAUP (Maryse Eymonerie Associates, Inc.) June 1986

Note: Due to their economic conditions and high cost of living, Alaska and Hawaii are excluded from this table.

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Average Full-Time Faculty Salaries by Rank and by Program for the Academic Year

Definition of Indicator: The recruitment and retention of high quality faculty members is possible only if the university system can offer competitive salaries. It is therefore essential that the SUS keep faculty salaries at a level high enough to bring the SUS faculty into the upper quartile for the academic year.

Because the State of Florida relies so heavily on its extensive community college system to provide education at the freshman and sophomore levels, a greater proportion of our students are enrolled in the upper level and graduate level than is true for other states. As a consequence, a greater portion of our faculty must be able to teach at higher levels, which, in turn, means that their salaries will be greater.

Analysis: Attached are tables which display the 1984-85 and the 1985-86 average faculty salaries by rank of the top twelve states on the basis of the average faculty salaries paid to faculty members teaching at state four-year colleges and universities during an academic year. Also shown is Florida's rank in relation to these top twelve states.

Rank of Florida on Indicator:

| | |
|---|---|
| Professor Salaries | |
| (1984-85): | Florida ranks 15th. |
| (1985-86): | Florida ranks 14th. |
| Associate Professor Salaries | |
| (1984-85): | Florida ranks 15th. |
| (1985-86): | Florida ranks 15th. |
| Assistant Professor Salaries | |
| (1984-85): | Florida ranks 6th. |
| (1985-86): | Florida ranks 7th. |
| Instructor Salaries | |
| (1984-85): | Florida ranks 20th. |
| (1985-86): | Florida ranks 23rd. |

A national data base concerning faculty salaries by rank and by program has not been identified. Accordingly, comparisons of faculty salaries by program have not been possible.

Comparison With Previous Report (1983-84):

| | Professor | | Associate Professor | |
|---|---|---|---|---|
| | Ave. Salary | Nat'l Rank | Ave. Salary | Nat'l Rank |
| 1983-84 | $38,100 | 16 | $28,300 | 23 |
| 1984-85 | $41,400 | 15 | $30,620 | 15 |
| 1985-86 | $43,719 | 14 | $32,924 | 15 |

| | Assistant Professor | | Instructor | |
|---|---|---|---|---|
| | Ave. Salary | Nat'l Rank | Ave. Salary | Nat'l Rank |
| 1983-84 | $24,200 | 14 | $18,700 | 22 |
| 1984-85 | $26,740 | 6 | $19,680 | 20 |
| 1985-86 | $28,381 | 7 | $20,817 | 23 |

Source of Data: Chronicle of Higher Education, July 18, 1984
AAUP (Maryse Eymoneric Associates, Inc.) June 1986

Faculty Salaries by Academic Rank and State
1984-85

| Rank | Professor | | Associate Professor | | Assistant Professor | | Instructor | |
|---|---|---|---|---|---|---|---|---|
| | State | Salary | State | Salary | State | Salary | State | Salary |
| | U.S. Average | $40,400 | U.S. Average | $30,620 | U.S. Average | $25,350 | U.S. Average | $19,530 |
| 1 | New York | 45,830 | New York | 34,310 | Massachusetts | 27,970 | Massachusetts | 23,810 |
| 2 | Delaware | 45,010 | Massachusetts | 33,720 | Connecticut | 27,890 | Connecticut | 23,330 |
| 3 | New Jersey | 44,700 | Connecticut | 33,290 | Wyoming | 27,310 | California | 22,820 |
| 4 | California | 44,400 | New Jersey | 33,180 | Ohio | 27,140 | Ohio | 21,560 |
| 5 | Connecticut | 43,990 | Ohio | 32,760 | California | 26,890 | Idaho | 21,300 |
| 6 | Ohio | 43,010 | Wyoming | 32,720 | FLORIDA | 26,740 | Nevada | 21,180 |
| 7 | Maryland | 42,740 | Maryland | 32,400 | Minnesota | 26,580 | North Carolina | 21,140 |
| 8 | Minnesota | 42,610 | California | 32,320 | New York | 26,580 | Wisconsin | 21,120 |
| 9 | Arizona | 42,220 | Minnesota | 32,270 | Michigan | 26,360 | Utah | 20,950 |
| 10 | Massachusetts | 41,890 | Delaware | 31,690 | Maryland | 26,320 | Minnesota | 20,810 |
| 11 | Wyoming | 41,510 | Arizona | 31,470 | Iowa | 25,870 | New Hampshire | 20,760 |
| 12 | Virginia | 41,490 | Pennsylvania | 31,420 | Delaware | 25,860 | Arizona | 20,750 |
| 15 | FLORIDA | 41,400 | FLORIDA | 30,620 | | | | |
| 20 | | | | | | | FLORIDA | 19,680 |
| No. of Faculty in Each Rank in SUS | 1,696 | | 1,731 | | 1,291 | | 219 | |

Source: AAUP (Maryse Eymonerie Associates, Inc.) April 1985

Note: Because of their economic conditions and high cost of living, Alaska and Hawaii are excluded from this table.

IND.FAC SALARIES 85-86

Faculty Salaries by Academic Rank and State
1985-86

| Rank | Professor State | Professor Salary | Associate Professor State | Associate Professor Salary | Assistant Professor State | Assistant Professor Salary | Instructor State | Instructor Salary |
|---|---|---|---|---|---|---|---|---|
| | U.S. Average | $43,196 | U.S. Average | $32,706 | U.S. Average | $27,166 | U.S. Average | $20,710 |
| 1 | New Jersey | 49,443 | Massachusetts | 38,075 | Massachusetts | 31,128 | Wyoming | 27,536 |
| 2 | California | 48,421 | New Jersey | 37,074 | Connecticut | 29,810 | Massachusetts | 27,176 |
| 3 | Delaware | 48,108 | Connecticut | 35,758 | California | 29,573 | Nevada | 26,403 |
| 4 | Connecticut | 47,172 | California | 35,311 | New Jersey | 29,146 | Connecticut | 25,773 |
| 5 | Massachusetts | 46,597 | Ohio | 34,929 | North Carolina | 28,961 | California | 24,424 |
| 6 | New York | 45,995 | Maryland | 34,394 | Ohio | 28,794 | North Carolina | 23,334 |
| 7 | Ohio | 45,731 | North Carolina | 34,367 | FLORIDA | 28,381 | Wisconsin | 23,282 |
| 8 | Maryland | 45,691 | New York | 34,320 | Michigan | 28,325 | New Hampshire | 23,250 |
| 9 | Minnesota | 45,150 | Delaware | 33,646 | Virginia | 28,137 | Oklahoma | 22,765 |
| 10 | North Carolina | 45,286 | Minnesota | 33,606 | Oklahoma | 28,123 | Utah | 22,633 |
| 11 | Virginia | 44,850 | Virginia | 33,549 | Wyoming | 28,060 | Idaho | 22,481 |
| 12 | Arizona | 44,831 | Nevada | 33,338 | Arizona | 28,013 | Ohio | 22,221 |
| 13 | Georgia | 43,947 | Arizona | 33,296 | Nevada | 27,974 | New Jersey | 22,030 |
| 14 | FLORIDA | 43,719 | Michigan | 33,096 | Maryland | 27,896 | Arizona | 21,965 |
| 15 | Vermont | 43,632 | FLORIDA | 32,924 | Minnesota | 27,862 | Michigan | 21,641 |
| 23 | | | | | | | FLORIDA | 20,817 |

No. of Faculty
in Each Rank
in SUS

Source: AAUP (Maryse Eymonerie Associates, Inc.) June 1986

Note: Because of their economic conditions and high cost of living, Alaska and Hawaii are excluded from this table.

IND.FAC SALARIES 85-86

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Number of National Merit Scholars Enrolled as First-Time-in-College Students*

Definition of Indicator: Finalists in the National Merit Scholarship Program for undergraduate scholarships are high ability students selected on the basis of: (1) their scores on the Preliminary Scholastic Aptitude Test (PSAT) taken during the junior year of high school and on the Scholastic Aptitude Test (SAT) taken during the senior year; (2) their academic standing in high school; and (3) the recommendation of their high school principals. They are academically the best high school graduates in the nation.

Merit scholars select a university because of its academic reputation and because of what they believe they can learn there. These high quality students, in turn, tend to improve the academic environment of the classroom and campus because of their keen motivation to learn and their desire to interact with other students and faculty members.

Analysis: Attached is the Fall 1985 ranking of states on the basis of the number of National Merit Scholarship holders enrolled as first-time-in-college freshmen in public colleges (four-year and upper level) and universities. This information is obtained from National Merit Scholarship Corporation's Annual Report.

Rank of Florida on Indicator: Fourth out of fifty states in Fall 1985.

Comparison With Previous Report (1983-84): The number of scholarship winners enrolled as first-time-in-college students in the SUS increased from 135 in 1983-84 to 140 in 1984-85. This caused Florida's rank to remain at fourth in the nation.

Source of Data: National Merit Scholarship Corporation's Annual Report.

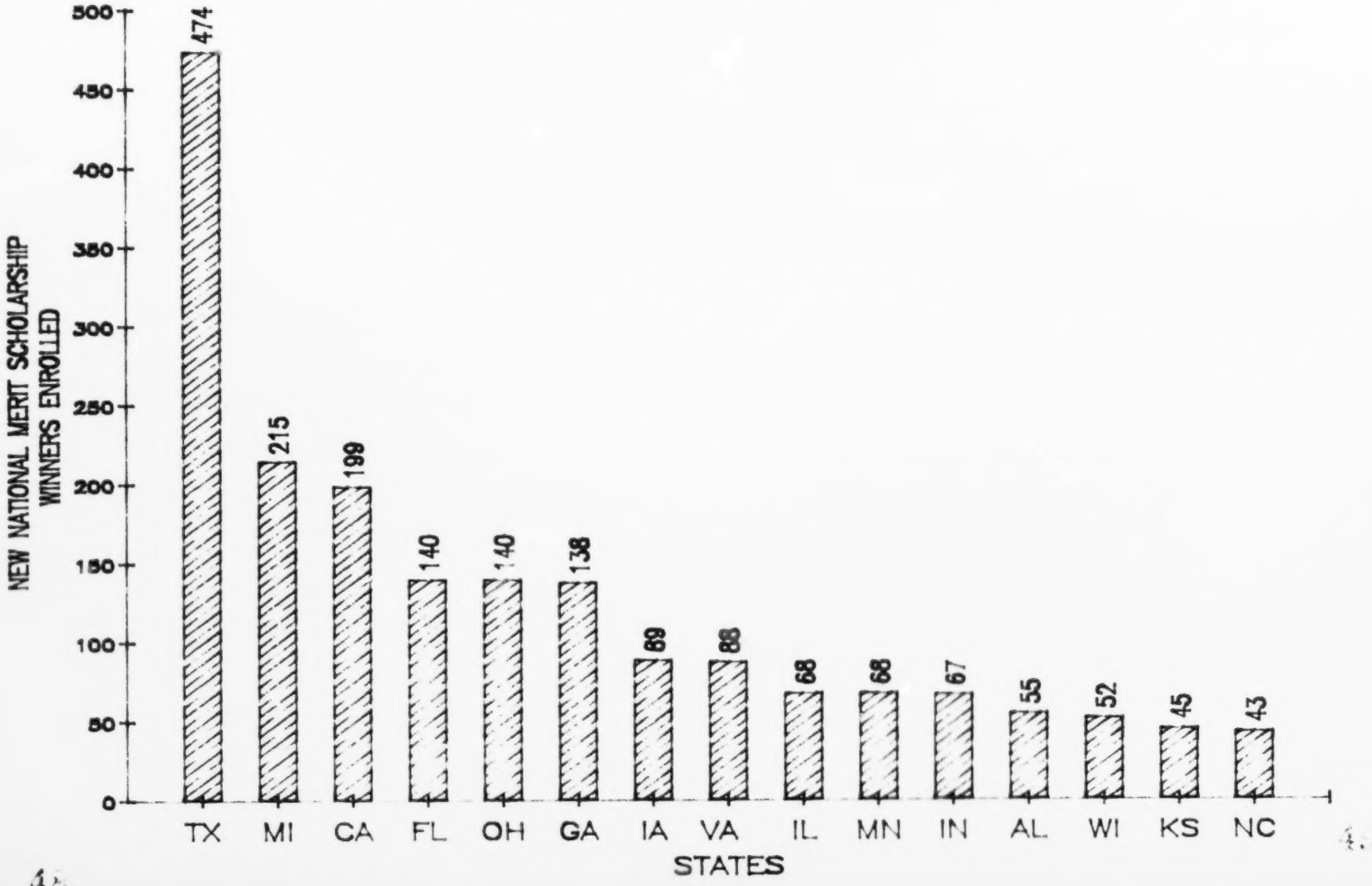
*Original SUS Upper Quartile Measure.

TOP FIFTEEN STATES ON THE BASIS OF THE NUMBER OF NEW NATIONAL MERIT SCHOLARSHIP WINNERS ENROLLED AS FRESHMAN STUDENTS IN PUBLIC COLLEGES (FOUR-YEAR) AND UNIVERSITIES DURING THE 1985 FALL TERM

| Rank Order | State | New National Merit Scholarship Winners Enrolled |
|---|---|---|
| 1 | Texas | 474 |
| 2 | Michigan | 215 |
| 3 | California | 199 |
| 4.5 | FLORIDA | 140 |
| 4.5 | Ohio | 140 |
| 6 | Georgia | 138 |
| 7 | Iowa | 89 |
| 8 | Virginia | 88 |
| 9.5 | Illinois | 68 |
| 9.5 | Minnesota | 68 |
| 11 | Indiana | 67 |
| 12 | Alabama | 55 |
| 13 | Wisconsin | 52 |
| 14 | Kansas | 45 |
| 15 | North Carolina | 43 |

Source: National Merit Scholarship Corporation 1984-85 Annual Report

# NATIONAL MERIT SCHOLARSHIP WINNERS ENROLLED AS FRESHMEN IN PUBLIC FOUR--YEAR COLLEGES AND UNIVERSITIES DURING FALL 1985



1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Percent of Full-Time Faculty by Highest Earned Degree*

Definition of Indicator: One measure of institutional quality used world-wide has traditionally been the number of Ph.D.'s found in the faculty. The basic idea behind this measure is the conviction that the higher the level of education of an institution's faculty, the better the quality of that faculty and of the education and research it produces. Increasing the educational level of a faculty should improve the quality of an institution.

Analysis: The analysis of faculty degree level for the 1984-85 and 1985-86 years is attached.

Rank of Florida on Indicator: A national data base is not available for this indicator. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Report (1984-85): The percent of full-time faculty holding doctoral degrees decreased slightly at the system-level between 1984-85 and 1985-86 while the percent holding professional degrees increased. The percentage of faculty holding other degrees has decreased for the same period. A total of 163 new positions were added in 1985-86.

Source of Data: State University System Authorized Position Files.

*Original SUS Foundational Measure

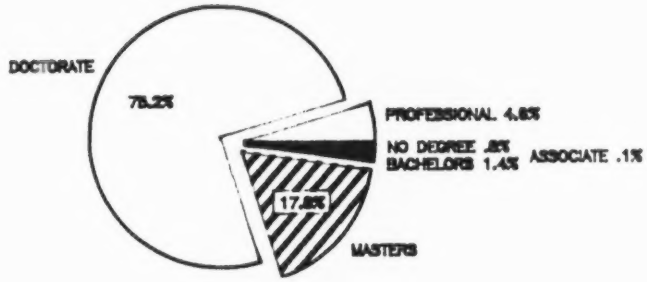
PERCENT OF FULL-TIME FACULTY* BY HIGHEST DEGREE HELD
STATE UNIVERSITY SYSTEM OF FLORIDA
1985 FALL TERM

| | | Doctorate | Masters | Professional | Bachelors | Associate | No Degree Equivalency | Total |
|---|---|---|---|---|---|---|---|---|
| SUS TOTALS | | | | | | | | |
| | Headcount | 4,181 | 993 | 300 | 83 | 2 | 27 | 5,586 |
| | Percent | 74.8 | 17.8 | 5.4 | 1.5 | * | .5 | 100.0 |
| UF | | | | | | | | |
| | Headcount | 1,490 | 315 | 149 | 15 | — | 17 | 1,986 |
| | Percent | 75.0 | 15.9 | 7.5 | .7 | — | .9 | 100.0 |
| FSU | | | | | | | | |
| | Headcount | 686 | 137 | 40 | 14 | 2 | 3 | 882 |
| | Percent | 77.8 | 15.5 | 4.5 | 1.6 | .2 | .4 | 100.0 |
| FAMU | | | | | | | | |
| | Headcount | 151 | 99 | 5 | 16 | — | 1 | 272 |
| | Percent | 55.5 | 36.4 | 1.8 | 5.9 | — | .4 | 100.0 |
| USF | | | | | | | | |
| | Headcount | 662 | 121 | 90 | 6 | — | 4 | 883 |
| | Percent | 74.9 | 13.7 | 10.2 | .7 | — | .5 | 100.0 |
| FAU | | | | | | | | |
| | Headcount | 261 | 58 | 4 | — | — | — | 323 |
| | Percent | 80.8 | 18.0 | 1.2 | — | — | — | 100.0 |
| UWF | | | | | | | | |
| | Headcount | 148 | 39 | 1 | 3 | — | 1 | 192 |
| | Percent | 77.1 | 20.3 | .5 | 1.6 | — | .5 | 100.0 |
| UCF | | | | | | | | |
| | Headcount | 333 | 92 | 4 | 13 | — | — | 442 |
| | Percent | 75.3 | 20.8 | .9 | 3.0 | — | — | 100.0 |
| FIU | | | | | | | | |
| | Headcount | 320 | 102 | 5 | 14 | — | 1 | 442 |
| | Percent | 72.4 | 23.1 | 1.1 | 3.2 | — | .2 | 100.0 |
| UNF | | | | | | | | |
| | Headcount | 130 | 30 | 2 | 2 | — | — | 164 |
| | Percent | 79.3 | 18.3 | 1.2 | 1.2 | — | — | 100.0 |

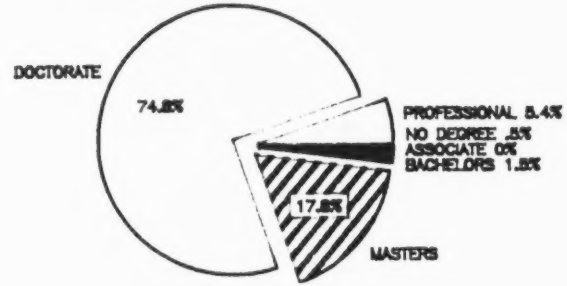
*Includes those faculty in Class Codes 9001-9004.

IND.FULL-TIME FAC 85 FALL

# PERCENT OF FULL--TIME FACULTY
# BY HIGHEST DEGREE HELD
# IN THE STATE UNIVERSITY SYSTEM
# 1984--85 and 1985--86




1984--85 FACULTY BY DEGREE HELD




1985--86 FACULTY BY DEGREE HELD

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Admissions Tests (SAT & ACT) Scores of Students Enrolling for the First Time*

Definition of Indicator: College admissions test scores, when combined with high school grade point average, provide the best predictor of the student's success in college. The Board of Regents admissions policy requiring a GPA of at least 2.0 and either an SAT score of 840 or an ACT score of 17 is based on a validity study which indicates that students with these minimum levels have a 50/50 chance of earning a "C" average during their first year at a State University System (SUS) institution. The higher the test scores and GPA, the better the chance for success at a university. Accordingly, the universities should constantly strive to recruit students with higher test scores and GPA's as a way of raising the quality of their students.

Analysis: Attached are tables showing the mean annual SAT scores and ACT scores of the first-time-in-college freshmen entering SUS institutions with lower divisions during the 1984-85 academic year.

Rank of Florida on Indicator: A national data base is not available for this indicator. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Report (1983-84): In terms of average annual SAT scores, the total system average declined 2.4 points between 1983-84 and 1984-85. Three of the universities (FAMU, USF, and FIU) evidenced gains in average scores and four universities (UF, FSU, UNF, UCF) showed declines. Two universities (FAU, UNF) with a recently approved lower division had entry-level scores for only 1984-85. The average annual SAT score for the entire system declined by 0.1 points. For the same period, four of the universities (FAMU, USF, UWF, UCF) evidenced increases in ACT scores while three universities (UF, FSU, FIU) showed decreases. As noted above, FAU and UNF had test scores for only the 1984-85 year.

Source of Data: 1984-85 SUS Admissions Files.

*Original SUS Foundational Measure

SCHOLASTIC APTITUDE TEST (SAT) TOTAL SCORES OF FIRST-TIME-IN-COLLEGE STUDENTS WHO WERE ADMITTED AND REGISTERED DURING THE 1984-85 ACADEMIC YEAR

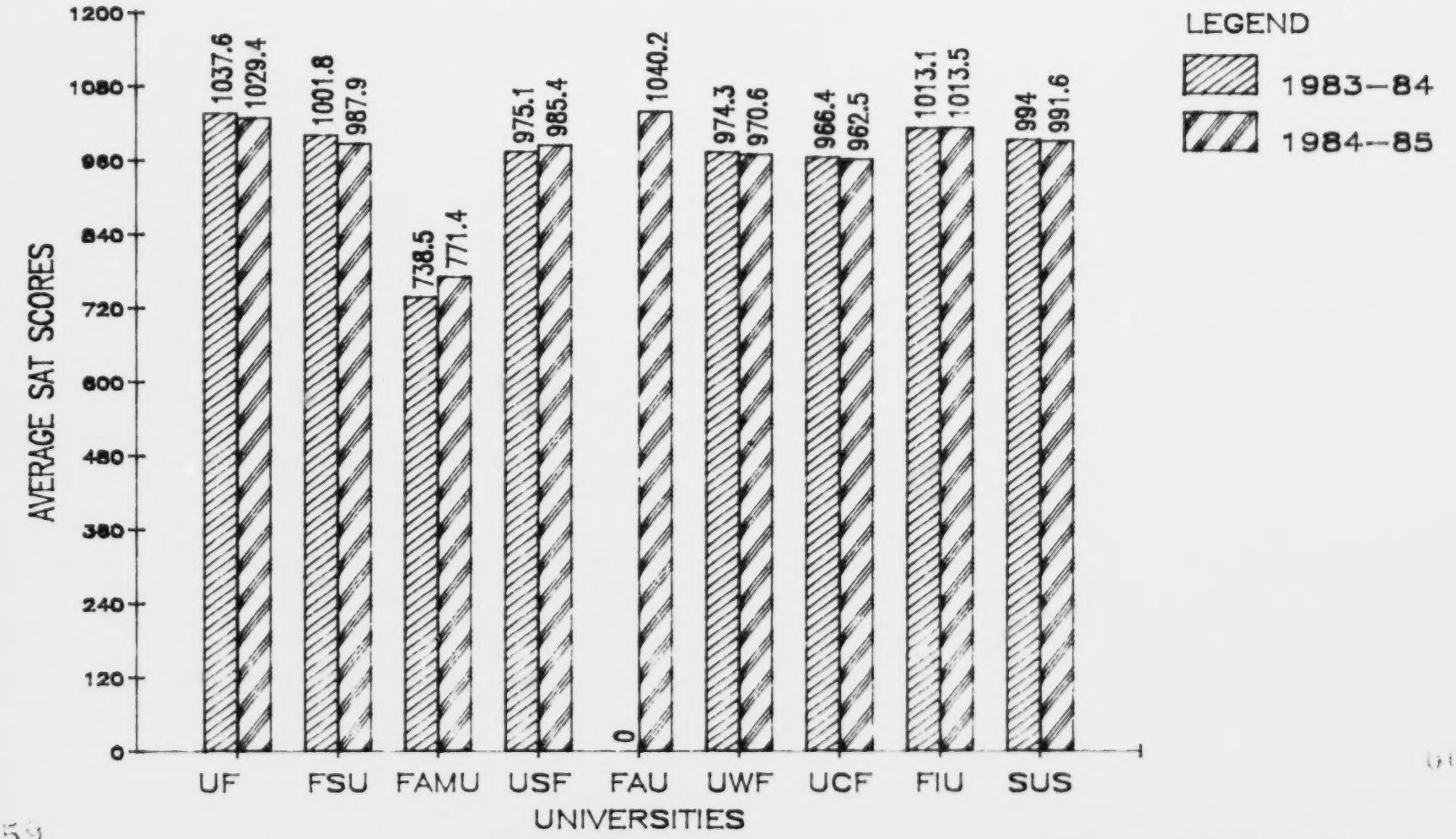
| Institution | 400-499 | 500-599 | 600-699 | 700-799 | 800-899 | 900-999 | 1000-1099 | 1100-1199 | 1200-1299 | 1300-1399 | 1400-1499 | 1500-1599 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SUS | | | | | | | | | | | | | | |
| No. of Students... | 28 | 135 | 304 | 542 | 1,753 | 2,949 | 2,786 | 1,649 | 729 | 267 | 55 | 6 | 11,203 | 8,901 |
| % of Students..... | .2 | 1.2 | 2.7 | 4.8 | 15.6 | 26.3 | 24.9 | 14.7 | 6.5 | 2.4 | .5 | .1 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 991.6 | 1,007.3 |
| UF | | | | | | | | | | | | | | |
| No. of Students... | 3 | 13 | 53 | 148 | 571 | 1,001 | 1,211 | 787 | 390 | 153 | 33 | 3 | 4,366 | 2,881 |
| % of Students..... | .1 | .3 | 1.2 | 3.4 | 13.1 | 22.9 | 27.7 | 18.0 | 8.9 | 3.5 | .8 | .1 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,029.4 | 1,077.1 |
| FSU | | | | | | | | | | | | | | |
| No. of Students... | 1 | 6 | 51 | 103 | 265 | 665 | 493 | 255 | 120 | 30 | 10 | .... | 1,999 | 1,755 |
| % of Students..... | .1 | .3 | 2.5 | 5.2 | 13.3 | 33.2 | 24.7 | 12.8 | 6.0 | 1.5 | .5 | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 987.9 | 1,000.9 |
| FAMU | | | | | | | | | | | | | | |
| No. of Students... | 21 | 92 | 122 | 103 | 85 | 78 | 57 | 20 | 5 | 1 | .... | .... | 584 | 532 |
| % of Students..... | 3.6 | 15.8 | 20.9 | 17.6 | 14.6 | 13.4 | 9.8 | 3.4 | .8 | .2 | .... | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 771.4 | 774.7 |
| USF | | | | | | | | | | | | | | |
| No. of Students... | .... | 6 | 29 | 66 | 458 | 549 | 418 | 264 | 91 | 53 | 8 | 2 | 1,944 | 1,752 |
| % of Students..... | .... | .3 | 1.5 | 3.4 | 23.6 | 28.2 | 21.5 | 13.6 | 4.7 | 2.7 | .4 | .1 | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 985.4 | 988.5 |
| FAU | | | | | | | | | | | | | | |
| No. of Students.... | .... | .... | .... | 3 | 22 | 59 | 105 | 53 | 16 | 4 | .... | .... | 262 | 245 |
| % of Students..... | .... | .... | .... | 1.1 | 8.4 | 22.5 | 40.1 | 20.2 | 6.1 | 1.5 | .... | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 1,040.2 | 1,037.7 |
| UWF | | | | | | | | | | | | | | |
| No. of Students.... | .... | .... | 3 | 15 | 25 | 33 | 33 | 14 | 8 | 3 | .... | .... | 134 | 131 |
| % of Students..... | .... | .... | 2.2 | 11.2 | 18.7 | 24.6 | 24.6 | 10.4 | 6.0 | 2.2 | .... | .... | 100.0 | .... |
| Average Score..... | | | | | | | | | | | | | 970.6 | 970.8 |

SCHOLASTIC APTITUDE TEST (SAT) TOTAL SCORES OF FIRST-TIME-IN-COLLEGE STUDENTS WHO WERE ADMITTED AND REGISTERED DURING THE 1984-85 ACADEMIC YEAR (CONTINUED)

| Institution | 400-499 | 500-599 | 600-699 | 700-799 | 800-899 | 900-999 | 1000-1099 | 1100-1199 | 1200-1299 | 1300-1399 | 1400-1499 | 1500-1599 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UCF | | | | | | | | | | | | | | |
| No. of Students | 2 | 16 | 41 | 90 | 214 | 284 | 231 | 152 | 63 | 15 | 2 | .... | 1,110 | 976 |
| % of Students | .2 | 1.4 | 3.7 | 8.1 | 19.3 | 25.6 | 20.8 | 13.7 | 5.7 | 1.4 | .2 | .... | 100.0 | .... |
| Average Score | | | | | | | | | | | | | 962.5 | 973.1 |
| FIU | | | | | | | | | | | | | | |
| No. of Students | .... | .... | 1 | 4 | 59 | 208 | 166 | 82 | 25 | 8 | 2 | 1 | 556 | 489 |
| % of Students | .... | .... | .2 | .7 | 10.6 | 37.4 | 29.9 | 14.7 | 4.5 | 1.4 | .4 | .2 | 100.0 | .... |
| Average Score | | | | | | | | | | | | | 1,013.5 | 1,013.9 |
| UNF | | | | | | | | | | | | | | |
| No. of Students | 1 | 2 | 4 | 10 | 54 | 72 | 72 | 22 | 11 | .... | .... | .... | 248 | 140 |
| % of Students | .4 | .8 | 1.6 | 4.1 | 21.8 | 29.0 | 29.0 | 8.9 | 4.4 | .... | .... | .... | 100.0 | .... |
| Average Score | | | | | | | | | | | | | 963.6 | 967.4 |

SOURCE: Admissions File, Summer 1984, Fall 1984 and Spring 1985.

# AVERAGE SAT TOTAL SCORES OF FIRST–TIME–IN–COLLEGE STUDENTS AT UNIVERSITIES WITH LOWER DIVISIONS 1983–84 and 1984–85




Source: SUS Admissions File

AMERICAN COLLEGE TEST (ACT) SCORES OF FIRST-TIME-IN-COLLEGE STUDENTS WHO WERE ADMITTED AND REGISTERED DURING THE 1984-85 ACADEMIC YEAR

| Institution | 1-4 | 5-8 | 9-12 | 13-16 | 17-20 | 21-24 | 25-28 | 29-32 | 33-36 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **SUS** | | | | | | | | | | | |
| No. of Students | 1 | 39 | 115 | 358 | 1,096 | 1,350 | 906 | 233 | 4 | 4,102 | 3,223 |
| % of Students | * | 1.0 | 2.8 | 8.7 | 26.7 | 32.9 | 22.1 | 5.7 | .1 | 100.0 | .... |
| Average Score | | | | | | | | | | 21.6 | 22.2 |
| **UF** | | | | | | | | | | | |
| No. of Students | .... | 6 | 15 | 96 | 366 | 541 | 425 | 140 | 2 | 1,591 | 1,042 |
| % of Students | .... | .4 | .9 | 6.0 | 23.0 | 34.0 | 26.7 | 8.8 | .1 | 100.0 | .... |
| Average Score | | | | | | | | | | 22.7 | 24.3 |
| **FSU** | | | | | | | | | | | |
| No. of Students | .... | 2 | 14 | 64 | 248 | 365 | 247 | 50 | 2 | 992 | 871 |
| % of Students | .... | .2 | 1.4 | 6.5 | 25.0 | 36.8 | 24.9 | 5.0 | .2 | 100.0 | .... |
| Average Score | | | | | | | | | | 22.2 | 22.6 |
| **FAMU** | | | | | | | | | | | |
| No. of Students | 1 | 27 | 64 | 91 | 82 | 38 | 5 | .... | .... | 308 | 273 |
| % of Students | .3 | 8.8 | 20.8 | 29.5 | 26.6 | 12.3 | 1.6 | .... | .... | 100.0 | .... |
| Average Score | | | | | | | | | | 15.0 | 15.0 |
| **USF** | | | | | | | | | | | |
| No. of Students | .... | .... | 6 | 36 | 169 | 113 | 48 | 7 | .... | 379 | 336 |
| % of Students | .... | .... | 1.6 | 9.5 | 44.6 | 29.8 | 12.7 | 1.8 | .... | 100.0 | .... |
| Average Score | | | | | | | | | | 20.4 | 20.6 |
| **FAU** | | | | | | | | | | | |
| No. of Students | .... | .... | 1 | 1 | 2 | 9 | 6 | 1 | .... | 20 | 17 |
| % of Students | .... | .... | 5.0 | 5.0 | 10.0 | 45.0 | 30.0 | 5.0 | .... | 100.0 | .... |
| Average Score | | | | | | | | | | 22.8 | 22.7 |
| **UWF** | | | | | | | | | | | |
| No. of Students | .... | .... | 1 | 10 | 60 | 62 | 47 | 10 | .... | 190 | 186 |
| % of Students | .... | .... | .5 | 5.3 | 31.6 | 32.6 | 24.7 | 5.3 | .... | 100.0 | .... |
| Average Score | | | | | | | | | | 22.0 | 22.1 |

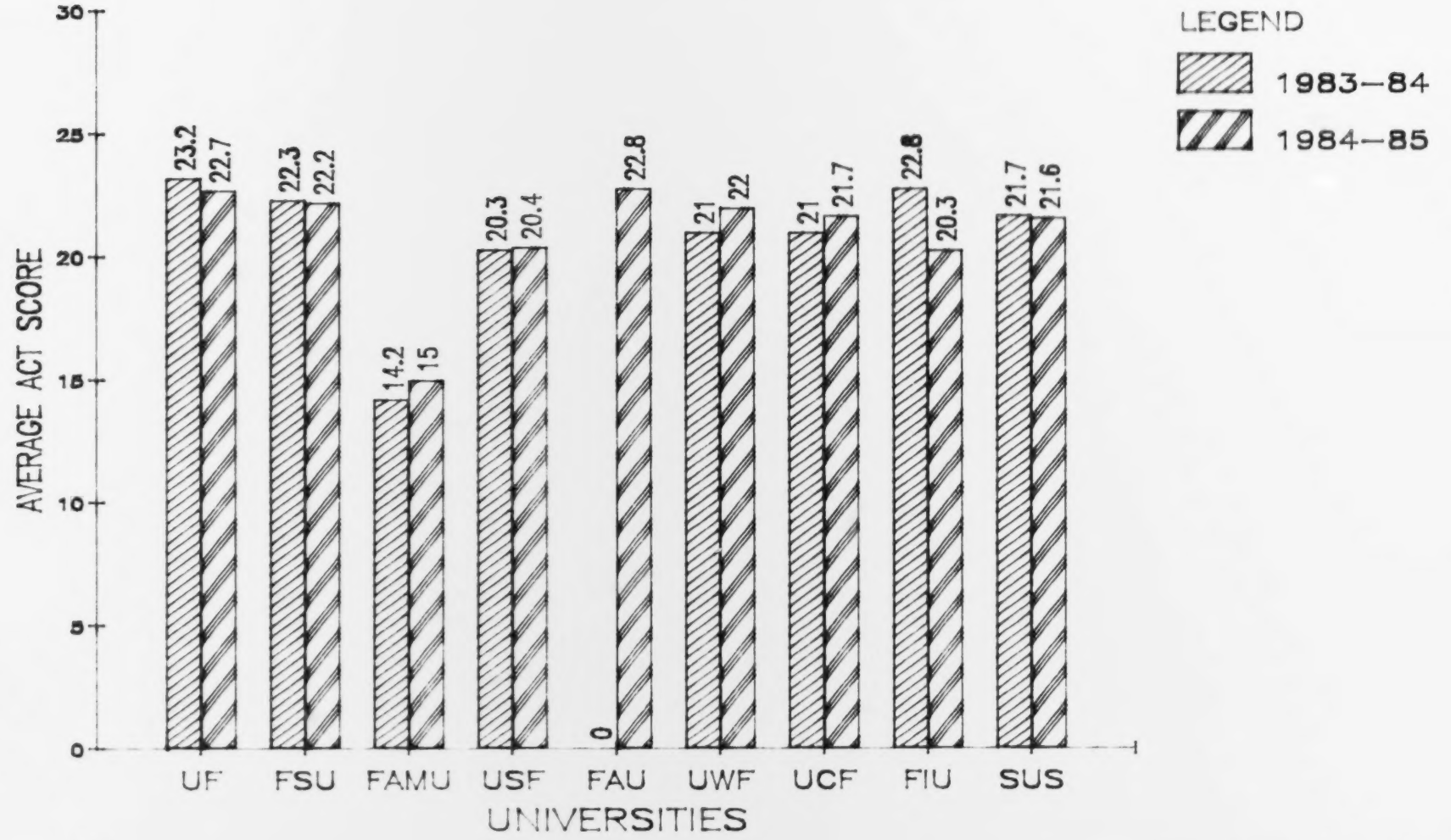
AMERICAN COLLEGE TEST (ACT) SCORES OF FIRST-TIME-IN-COLLEGE STUDENTS WHO WERE ADMITTED AND REGISTERED DURING THE 1984-85 ACADEMIC YEAR

| Institution | 1-4 | 5-8 | 9-12 | 13-16 | 17-20 | 21-24 | 25-28 | 29-32 | 33-36 | Total for Year | Total for Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|
| UCF | | | | | | | | | | | |
| No. of Students | .... | 4 | 12 | 41 | 112 | 166 | 106 | 21 | .... | 462 | 390 |
| % of Students | .... | .9 | 2.6 | 8.9 | 24.2 | 35.9 | 22.9 | 4.5 | .... | 100.0 | .... |
| Average Score | | | | | | | | | | 21.7 | 22.3 |
| FIU | | | | | | | | | | | |
| No. of Students | .... | .... | .... | 11 | 15 | 21 | 4 | 1 | .... | 52 | 49 |
| % of Students | .... | .... | .... | 21.2 | 28.8 | 40.4 | 7.7 | 1.9 | .... | 100.0 | .... |
| Average Score | | | | | | | | | | 20.3 | 20.1 |
| UNF | | | | | | | | | | | |
| No. of Students | .... | .... | 2 | 8 | 42 | 35 | 18 | 3 | ... | 108 | 59 |
| % of Students | .... | .... | 1.9 | 7.4 | 38.9 | 32.4 | 16.7 | 2.8 | .... | 100.0 | .... |
| Average Score | | | | | | | | | | 21.0 | 21.0 |

* Less than 0.1%

SOURCE: Admissions File, Summer 1984, Fall 1984 and Spring 1985

# AVERAGE ACT TOTAL SCORES OF FIRST-TIME-IN-COLLEGE STUDENTS AT UNIVERSITIES WITH LOWER DIVISIONS 1983-84 and 1984-85




Source: SUS Admissions File

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: State Financial Aid Per Student*

Definition of Indicator: The amount of state financial aid available at public universities determines the accessibility of higher education to a full range of students. A diverse student population adds to the overall quality of the educational experience offered at a university.

Analysis: Attached is an analysis of financial aid spending per headcount student in public four-year institutions of higher education during 1984-85. Data for 33 of the states was furnished by the Pennsylvania Higher Education Assistance Agency (PHEAA), which prepares an annual report of financial aid spending for the National Association of State Scholarship and Grant Programs. Seventeen states did not respond to the survey conducted by PHEAA.

Rank of Florida on Indicator: Eighteenth out of 33 states in 1984-85. This represents a drop from sixteenth among 38 states reporting for 1983-84.

Comparison With Previous Report (1983-84): Financial aid spending per headcount student decreased from $30.67 in 1983-84 to $29.52 in 1984-85. This decline was due to an increase in student headcount enrollment. The financial aid dollars remained the same.

Source of Data: National Association of State Scholarship and Grant Programs through the Pennsylvania Higher Education Assistance Agency and the National Center for Education Statistics.

*Original SUS Foundational Measure.

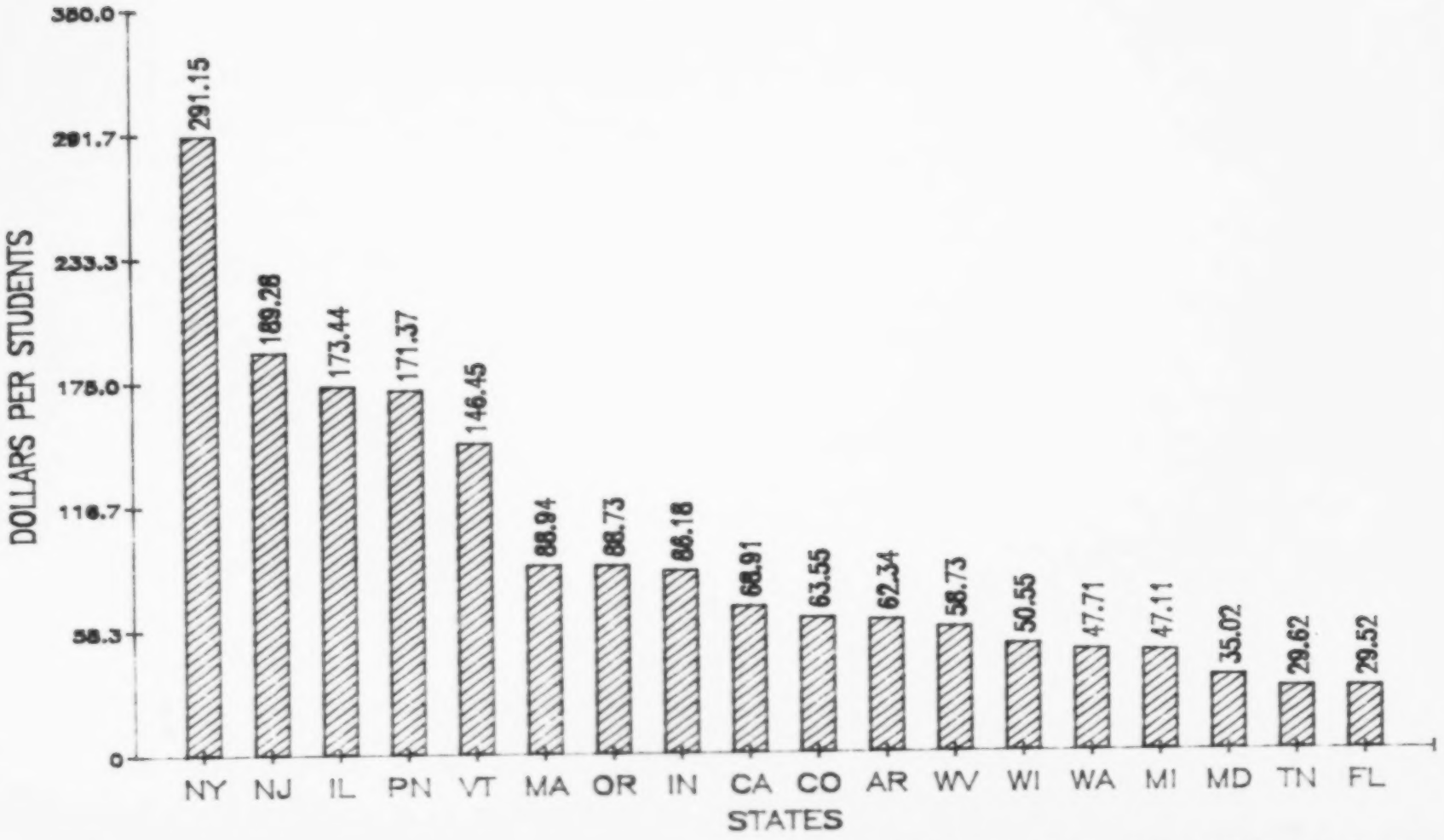
FINANCIAL AID SPENDING PER STUDENT IN PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION
1984-85

| RANK | STATE | FINANCIAL AID DOLLARS 1984-85[a] | FALL 1984 HEADCOUNT ENROLLMENT[b] | DOLLARS PER STUDENT |
|---|---|---|---|---|
| 1 | New York | 93,590,000 | 321,448 | 291.15 |
| 2 | New Jersey | 25,380,500 | 134,089 | 189.28 |
| 3 | Illinois | 32,016,000 | 184,593 | 173.44 |
| 4 | Pennsylvania | 31,895,500 | 186,121 | 171.37 |
| 5 | Vermont | 2,210,342 | 15,093 | 146.45 |
| 6 | Massachusetts | 9,649,941 | 108,499 | 88.94 |
| 7 | Oregon | 5,198,715 | 58,593 | 88.73 |
| 8 | Indiana | 13,619,632 | 158,028 | 86.18 |
| 9 | California | 31,957,227 | 463,747 | 68.91 |
| 10 | Colorado | 6,413,860 | 100,931 | 63.55 |
| 11 | Arkansas | 3,382,252 | 54,254 | 62.34 |
| 12 | West Virginia | 3,443,247 | 58,633 | 58.73 |
| 13 | Wisconsin | 7,678,454 | 151,884 | 50.55 |
| 14 | Washington | 3,760,074 | 78,806 | 47.71 |
| 15 | Michigan | 10,623,400 | 225,479 | 47.11 |
| 16 | Maryland | 3,592,076 | 102,584 | 35.02 |
| 17 | Tennessee | 3,071,238 | 103,694 | 29.62 |
| 18 | Florida | 4,242,000 | 143,705 | 29.52 |
| 19 | Kentucky | 2,590,560 | 88,960 | 29.12 |
| 20 | North Carolina | 3,165,070 | 125,929 | 25.13 |
| 21 | Connecticut | 1,276,253 | 58,352 | 21.87 |
| 22 | Georgia | 2,403,063 | 112,706 | 21.32 |
| 23 | Utah | 926,399 | 48,771 | 18.99 |
| 24 | Virginia | 2,461,868 | 138,437 | 17.78 |
| 25 | Arizona | 1,218,320 | 82,669 | 14.74 |
| 26 | Nebraska | 664,347 | 54,491 | 12.19 |
| 27 | North Dakota | 297,360 | 27,125 | 10.96 |
| 28 | Montana | 292,360 | 29,276 | 9.99 |
| 29 | Alabama | 767,367 | 102,452 | 7.49 |
| 30 | Texas | 2,770,326 | 381,975 | 7.25 |
| 31 | Alaska | 63,462 | 11,260 | 5.64 |
| 32 | Maine | 136,829 | 28,780 | 4.75 |
| 33 | Iowa | 322,000 | 69,882 | 4.61 |

[a]Source: National Association of State Scholarship and Grant Programs through the Pennsylvania Higher Education Assistance Agency. (Data for the remaining states was not available).

[b]Source: National Center for Education Statistics.

# FINANCIAL AID SPENDING PER STUDENT IN PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION 1984-85




Source: PA Higher Education Assistance Agency

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Appropriations Per Headcount Student*

Definition of Indicator: Adequate funding is essential to support academic programs of excellence. Without adequate funding, an institution cannot acquire the type of faculty members, equipment, facilities, and library support necessary to achieve the institution's academic goals. Stable and adequate funding will allow the universities to develop a high level of program quality with the assurance that once the quality has been achieved it can be maintained.

Analysis: Student headcount is used in this analysis instead of full-time equivalent (FTE) students in order to make national comparisons since there is no nationally uniform standard definition for FTE. The analysis for the 1984-85 academic year is attached.

Rank of Florida on Indicator: It is important to note that the age of institutions in the SUS, the discipline mix, and the requirement for a year-round operation affects the cost of programs. During the 1984-85 academic year Florida ranked 11th out of 50 states included in the analysis. One should note, however, that Florida's University System operates year round with three full academic terms per year, while most other states operate on a basis of a nine-month schedule of two semesters with very limited summer offerings. Accordingly, Florida's SUS appropriations are used fairly equally over 11½ months of full-scale activity, whereas most other state systems' appropriations are used over only nine months of full scale activity.

Comparison With Previous Report (1983-84): In 1983-84, Florida's national rank was twelfth, with $580,453,000 appropriated for the education of 138,331 students. In 1984-85, Florida's rank increased to eleventh. In 1983-84, Florida appropriated approximately $4,196 per student; in 1984-85 this appropriation increased to $4,444 per student.

Source of Data: M. M. Chambers and the National Center for Education Statistics.

*Original SUS Upper Quartile Measure.

APPROPRIATIONS PER HEADCOUNT STUDENT
IN PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION
1984-85

| RANK | STATE | 1984-85 APPROPRIATION[a] (IN THOUSANDS) | FALL 1984 HEADCOUNT ENROLLMENT[b] | DOLLARS PER STUDENT |
|---|---|---|---|---|
| 1 | Alaska | 101,310 | 11,260 | $8,997 |
| 2 | Hawaii | 168,234 | 23,633 | 7,119 |
| 3 | Wyoming[c] | 71,757 | 10,087 | 7,114 |
| 4 | California | 2,603,221 | 463,747 | 5,613 |
| 5 | South Carolina | 365,949 | 68,666 | 5,329 |
| 6 | North Carolina | 658,757 | 125,929 | 5,231 |
| 7 | Texas | 1,832,691 | 381,975 | 4,798 |
| 8 | Georgia | 532,099 | 112,706 | 4,721 |
| 9 | Washington[c] | 361,754 | 78,806 | 4,590 |
| 10 | Kentucky | 399,260 | 88,960 | 4,488 |
| 11 | Florida | 638,671 | 143,705 | 4,444 |
| 12 | Illinois | 809,591 | 184,593 | 4,386 |
| 13 | Iowa | 301,432 | 69,882 | 4,313 |
| 14 | Utah | 210,169 | 48,771 | 4,309 |
| 15 | Mississippi | 228,339 | 53,025 | 4,306 |
| 16 | New Mexico | 209,378 | 50,379 | 4,156 |
| 17 | Arkansas | 224,303 | 54,254 | 4,134 |
| 18 | Arizona | 325,940 | 82,669 | 3,943 |
| 19 | North Dakota[c] | 105,388 | 27,125 | 3,885 |
| 20 | Louisiana | 532,186 | 140,399 | 3,791 |
| 21 | Virginia | 524,424 | 138,437 | 3,788 |
| 22 | New York | 1,159,975 | 321,448 | 3,609 |
| 23 | Oregon | 210,707 | 58,593 | 3,596 |
| 24 | Kansas | 300,605 | 83,852 | 3,585 |
| 25 | Alabama | 357,936 | 102,452 | 3,494 |
| 26 | Nebraska | 189,746 | 54,491 | 3,482 |
| 27 | Tennessee | 356,394 | 103,694 | 3,437 |
| 28 | Wisconsin | 520,843 | 151,884 | 3,429 |
| 29 | Rhode Island | 75,713 | 22,190 | 3,412 |
| 30 | Connecticut | 198,450 | 58,352 | 3,401 |
| 31 | Montana | 98,884 | 29,276 | 3,378 |
| 32 | Minnesota | 407,656 | 124,106 | 3,285 |
| 33 | Michigan | 739,780 | 225,479 | 3,281 |
| 34 | Indiana | 517,804 | 158,028 | 3,277 |
| 35 | Pennsylvania | 604,029 | 186,121 | 3,245 |
| 36 | Oklahoma | 291,925 | 90,971 | 3,209 |
| 37 | Maryland | 328,194 | 102,584 | 3,199 |
| 38 | Massachusetts | 345,601 | 108,499 | 3,185 |
| 39 | Delaware | 63,474 | 20,292 | 3,128 |
| 40 | West Virginia | 181,239 | 58,633 | 3,091 |
| 41 | Idaho | 91,325 | 29,630 | 3,082 |
| 42 | New Jersey | 410,651 | 134,089 | 3,063 |
| 43 | Missouri | 321,233 | 111,739 | 2,875 |
| 44 | Ohio | 727,484 | 259,363 | 2,805 |
| 45 | Nevada | 55,966 | 20,670 | 2,708 |
| 46 | Colorado | 263,724 | 100,931 | 2,613 |
| 47 | Maine | 67,793 | 28,780 | 2,356 |
| 48 | South Dakota | 53,442 | 24,023 | 2,225 |
| 49 | Vermont | 33,226 | 15,093 | 2,201 |
| 50 | New Hampshire | 33,399 | 20,819 | 1,604 |

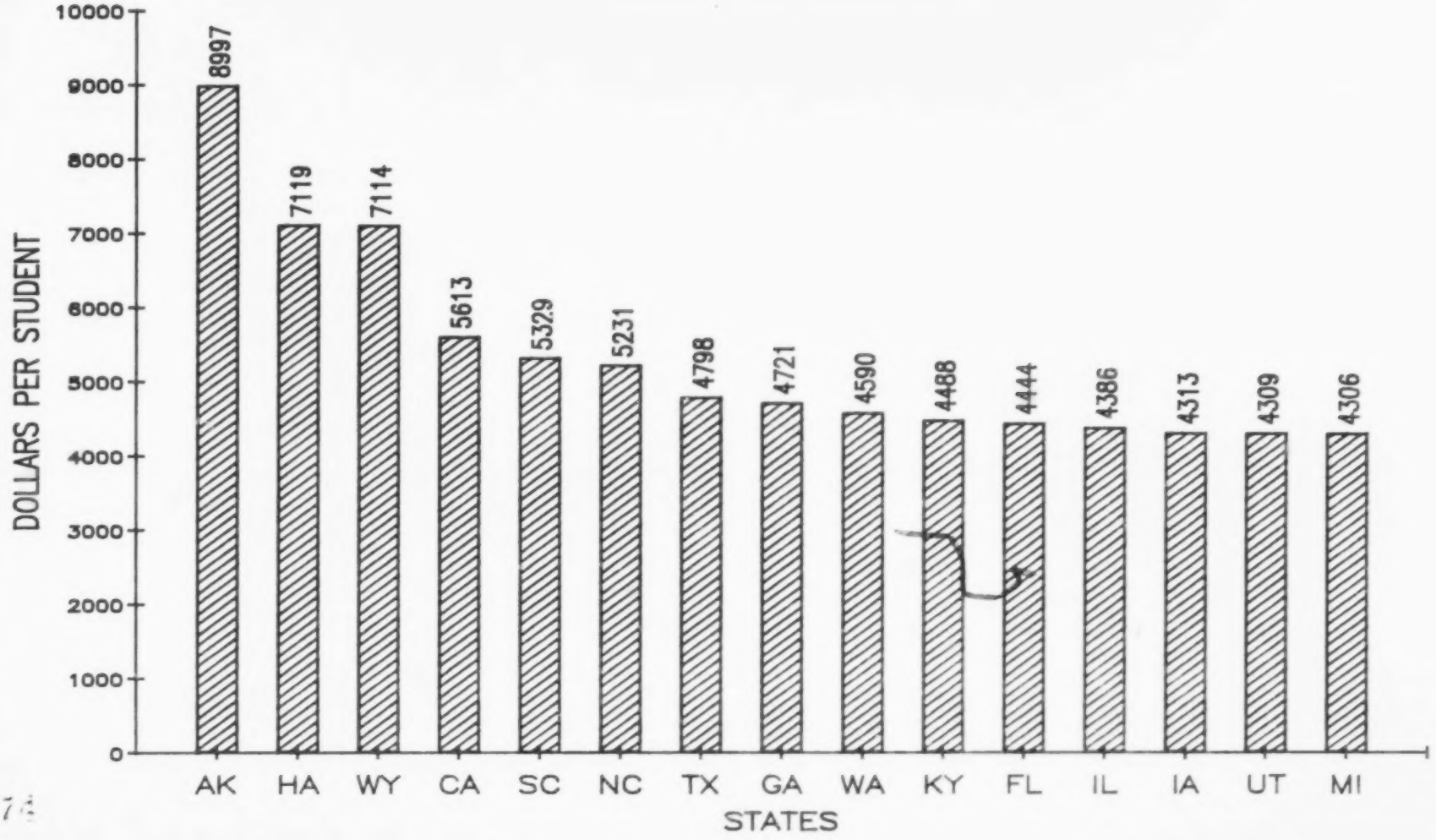
FOOTNOTES

[a]Source: Data compiled by M. M. Chambers, Professor of Educational Administration at Illinois State University.

[b]Source: National Center for Education Statistics.

[c]Represents one-half of a biennial appropriation.

# APPROPRIATIONS PER HEADCOUNT STUDENT IN PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION 1984-85




Source: M. M. Chambers

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Number of Endowed Chairs*

Definition of Indicator: The Florida Endowment Trust Fund for Eminent Scholars Act, which provides that the State put $400,000 into an endowed chair for each $600,000 of private funds raised, furnishes an excellent way for the State University System institutions to attract the best faculty members available and thus raise the quality of their education and research programs. The more of these endowed chairs established, the higher the quality of the institution.

Analysis: During the 1984-85 academic year, the State Universities had the following total number of endowed chairs through the Eminent Scholars Program.

| | Fully Funded | Not Yet Fully Funded |
|---|---|---|
| University of Florida | 16 | 20 |
| Florida State University | 3 | 13 |
| Florida A & M University | ..... | 3 |
| University of South Florida | 3 | 22 |
| Florida Atlantic University | 7 | 0 |
| University of West Florida | 1 | 1 |
| University of Central Florida | 2 | 3 |
| Florida International University | ..... | 3 |
| University of North Florida | ..... | 3 |
| State University System Total | 32 | 68 |

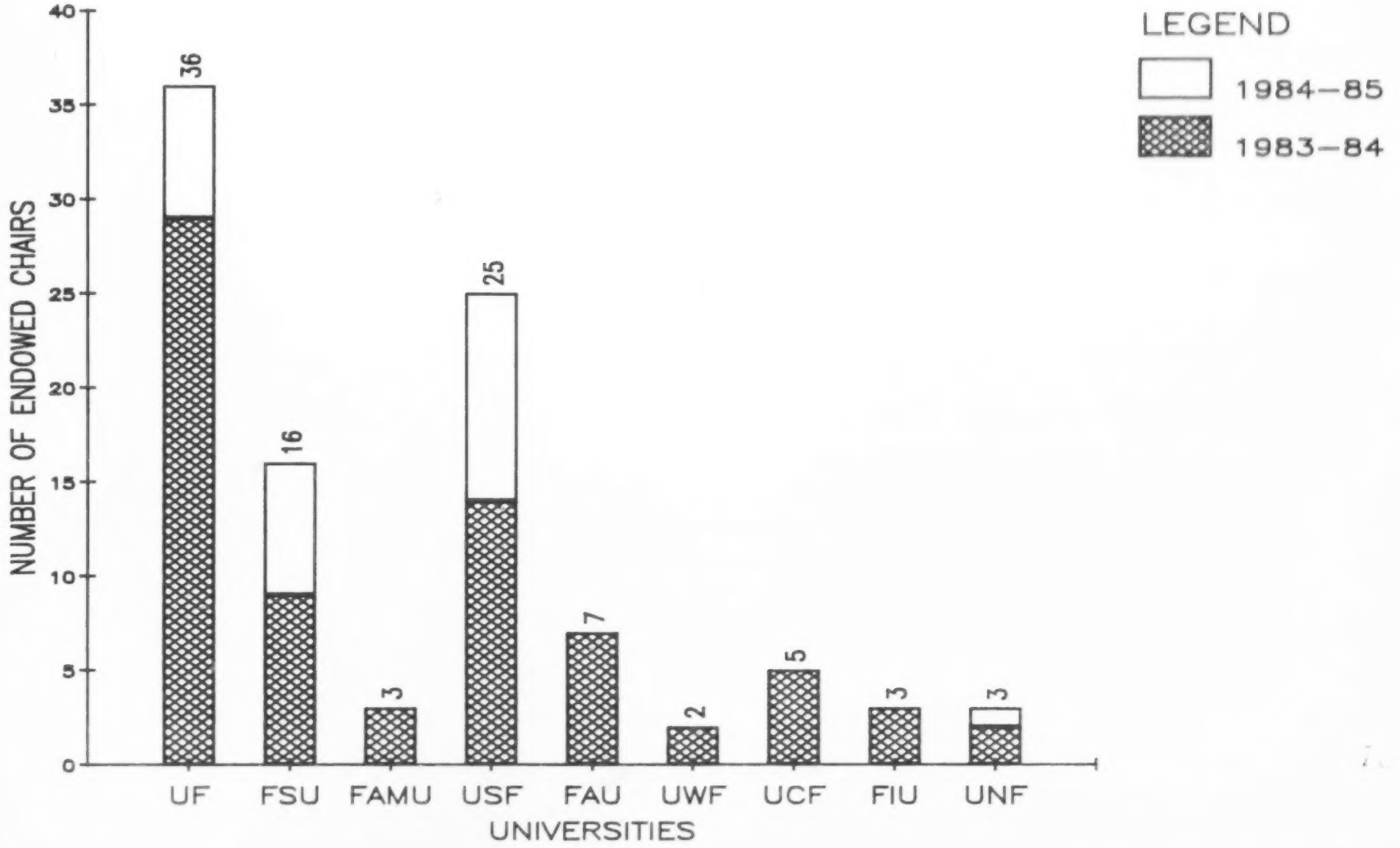
Rank of Florida on Indicator: No comparable national data are available. This indicator is intended to show improvement within the State University System from year to year.

Comparison With Previous Report (1983-84): During 1984-85, five additional chairs were fully endowed, while 21 additional chairs were in the process of being funded. All of the universities have established at least one endowed chair, with the University of Florida having 36 of the total number of 100 chairs.

Source of Data: 1984-85 State University System Fact Book

*Original SUS Foundational Measure.

# NUMBER OF ENDOWED CHAIRS IN THE STATE UNIVERSITY SYSTEM 1983–84 and 1984–85




Source: SUS Factbook

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator: Number of Full-Time Scientists and Engineers Employed at Public Universities*

Definition of Indicator: The SUS is committed to support the growth and development of the high technology field. Without a strong foundation in the sciences and engineering, the teaching, research, and public service necessary to support the growth of high technology will not be available to meet the state's development goal.

Analysis: Each year the National Science Foundation releases a report on academic science and engineering. One of the survey tables in this publication will allow the BOR staff to determine the rank order of states on the basis of the number of employed full-time scientists and engineers at public universities.

Rank of Florida on Indicator: Florida is ranked ninth in the nation on this indicator. However, it should be noted that the analysis is limited to only those public universities which grant doctoral degrees. A table is attached showing the upper quartile states and the number of scientists and engineers they employ.

Comparison With Previous Report (1983-84): In January 1984, Florida was reported to have 4,111 scientists and engineers employed full-time at public doctorate-granting universities, with a national rank of ninth.

Comparable data for January 1985, the most recent information available at the time of this report, indicated that Florida's national rank increased to eighth, with 4,345 scientists and engineers employed full-time at public doctorate-granting institutions.

Source of Data: Academic Science/Engineering: Scientists and Engineers, January 1984 (Table B-48) and January 1985 (Table B-52); National Science Foundation.

*Original SUS Upper Quartile Measure.

NUMBER OF FULL-TIME SCIENTISTS AND ENGINEERS
EMPLOYED AT PUBLIC DOCTORATE-GRANTING INSTITUTIONS

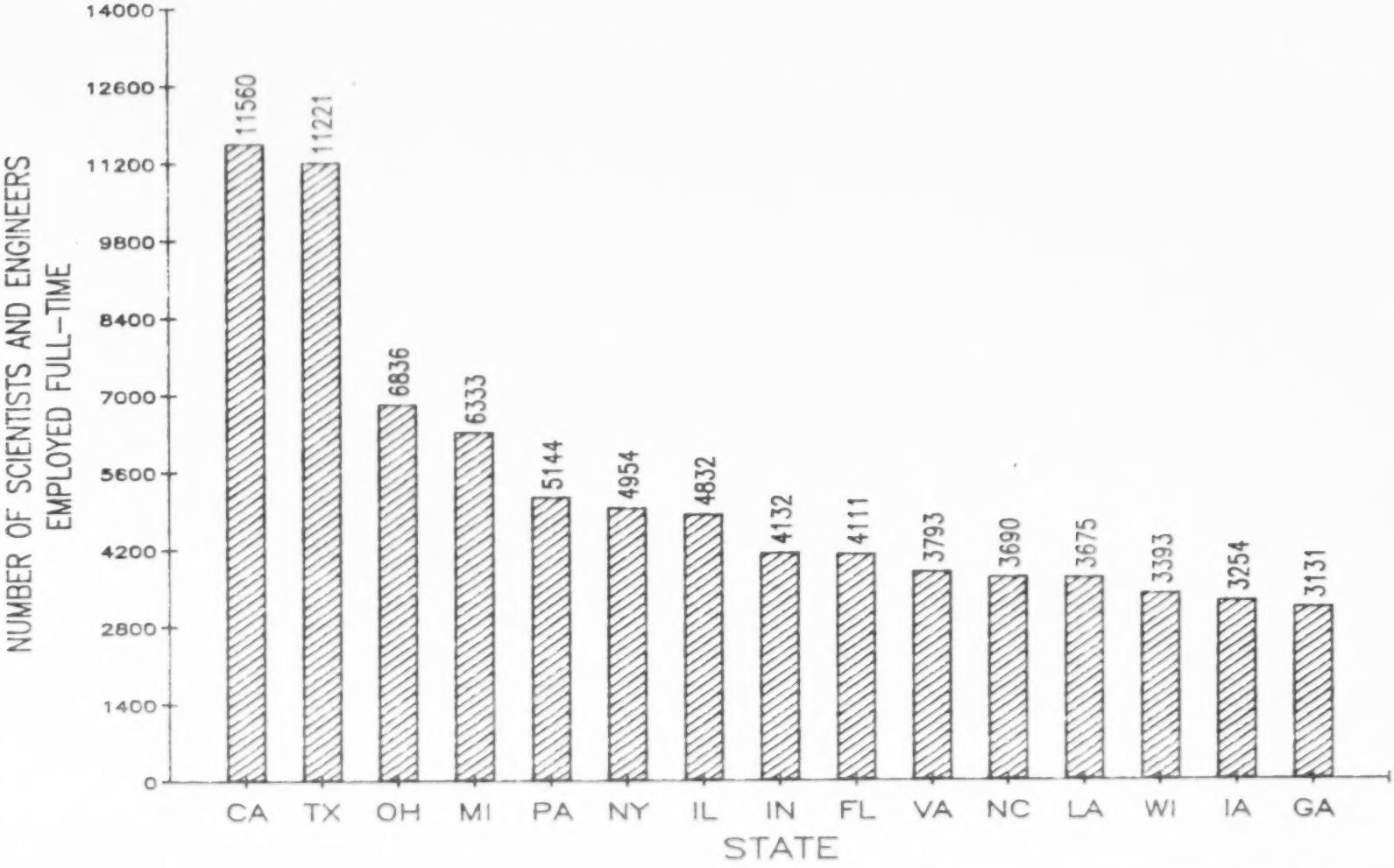
JANUARY 1984

| 1984 RANK | | NUMBER EMPLOYED |
|---|---|---|
| 1. | California | 11,560 |
| 2. | Texas | 11,221 |
| 3. | Ohio | 6,836 |
| 4. | Michigan | 6,333 |
| 5. | Pennsylvania | 5,144 |
| 6. | New York | 4,954 |
| 7. | Illinois | 4,832 |
| 8. | Indiana | 4,132 |
| 9. | FLORIDA | 4,111 |
| 10. | Virginia | 3,793 |
| 11. | North Carolina | 3,690 |
| 12. | Louisiana | 3,675 |
| 13. | Wisconsin | 3,393 |
| 14. | Iowa | 3,254 |
| 15. | Georgia | 3,131 |

NOTE: As of January 1984, the NSF has limited its survey to institutions which grant doctoral degrees. Thus, the data reported in January 1983 may not directly compare in terms of apparent growth or decline.

SOURCE: Academic Science/Engineering: Scientists and Engineers, January 1984, National Science Foundation.

# SCIENTISTS AND ENGINEERS EMPLOYED FULL-TIME AT PUBLIC UNIVERSITIES IN 1983-84




Source: National Science Foundation

NUMBER OF FULL-TIME SCIENTISTS AND ENGINEERS
EMPLOYED AT PUBLIC DOCTORATE-GRANTING INSTITUTIONS

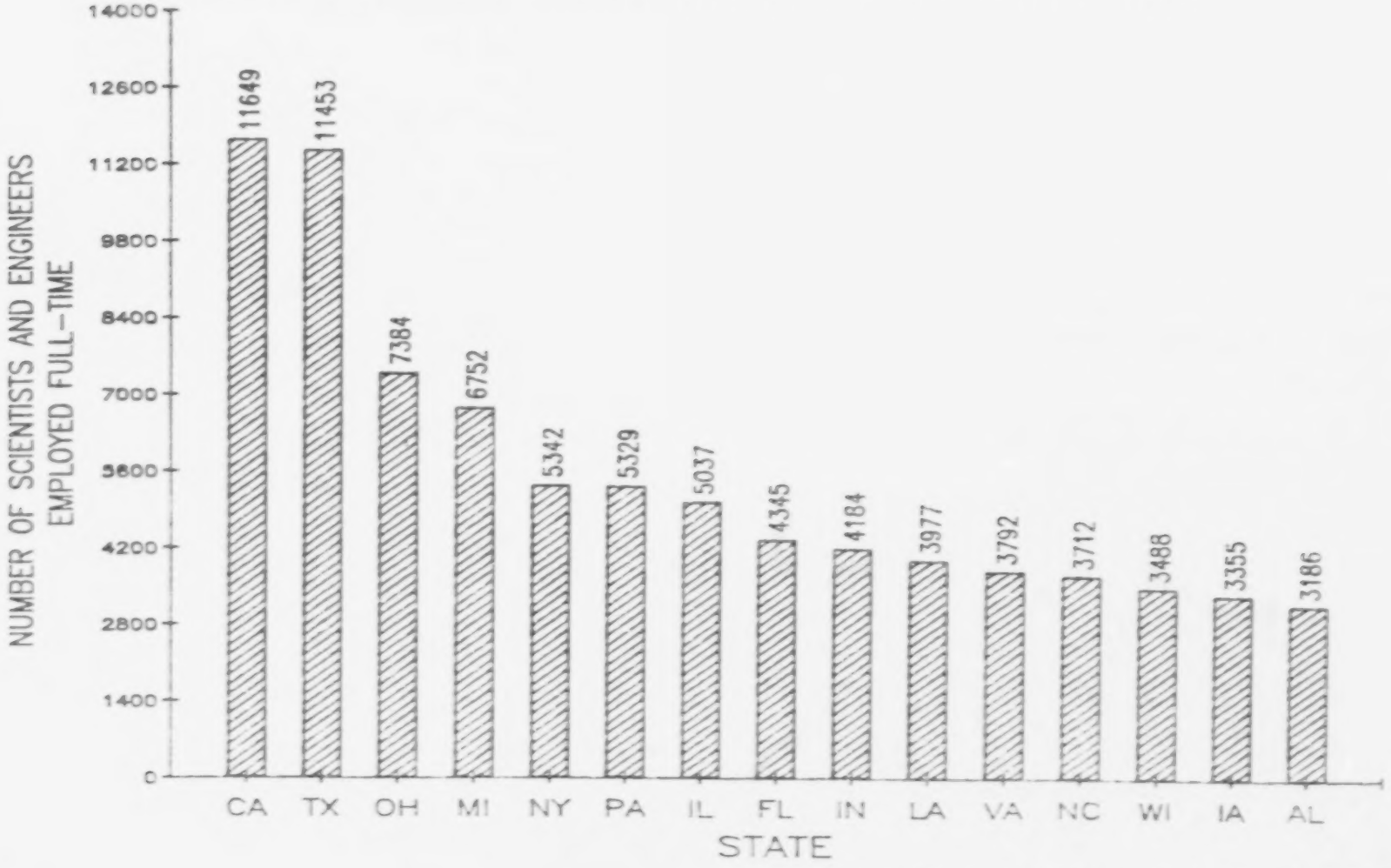
JANUARY 1985

| 1985 RANK | | NUMBER EMPLOYED |
|---|---|---|
| 1. | California | 11,649 |
| 2. | Texas | 11,453 |
| 3. | Ohio | 7,384 |
| 4. | Michigan | 6,752 |
| 5. | New York | 5,342 |
| 6. | Pennsylvania | 5,329 |
| 7. | Illinois | 5,037 |
| 8. | FLORIDA | 4,345 |
| 9. | Indiana | 4,184 |
| 10. | Louisiana | 3,977 |
| 11. | Virginia | 3,792 |
| 12. | North Carolina | 3,712 |
| 13. | Wisconsin | 3,488 |
| 14. | Iowa | 3,355 |
| 15. | Alabama | 3,186 |

NOTE: As of January 1984, the NSF has limited its survey to institutions which grant doctoral degrees. Thus, the data reported in January 1983 and before may not directly compare in terms of apparent growth or decline.

SOURCE: Academic Science/Engineering: Scientists and Engineers, January 1985, National Science Foundation.

# SCIENTISTS AND ENGINEERS EMPLOYED FULL-TIME AT PUBLIC UNIVERSITIES IN 1984-85




Source: National Science Foundation

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator: Specialized or Programmatic Accreditation*

Definition of Indicator: Accreditation is the long-standing and accepted method which provides external and impartial judgment about the quality of programs offered by an institution. Those programs for which accreditation is deemed to be appropriate shall achieve the standards for accreditation of the recognized accreditation bodies.

Within the State University System (SUS) of Florida there is a consensus that accreditation is essential for programs in the following disciplines:

Architecture and related programs
Engineering
Health Services
Home Economics
Law
Library Science
Chemistry
Psychology
Social Work

Accreditation is desirable and should be obtained as resources become available in the following areas:

Business
Journalism
Public Administration

Analysis: Attached is a listing of the accreditation status of professional schools and specialized programs within the State University System of Florida which was updated in July 1986.

Rank of Florida on Indicator: No comparable national data are available. This indicator is intended to show improvement within the State University System of Florida from year to year.

*Original SUS Foundational Measure

Comparison With Previous Report (1983-84):

Initial accreditations announced in 1985 include the following programs:

| | |
|---|---|
| UF | Professional degree in Dental Public Health |
| FSU | Bachelor's and Master's degrees in Dance |
| FAMU | Bachelor's degree in Medical Records Administration |
| USF | Bachelor's degree in Librarianship |
| | Bachelor's and Master's degrees in Accounting |
| | Master's degree in Social Work |
| FIU | Bachelor's degree in Civil/Environmental Engineering |
| | Bachelor's degree in Nursing |
| UNF | Bachelor's degree in Nursing |

With this report a new format was used in order to differentiate between those accreditations which apply to administrative units such as schools and colleges and those which apply to a specific degree program and a specific degree level. The accrediting agencies listed are the most prominent ones which accredit professional schools and specialized programs. Each of the universities are accredited separately as institutions by the Southern Association of Colleges and Schools.

Source of Data: Survey of Individual Institutions, July 1986.

# ACCREDITATION STATUS, JULY 1986

LEGEND FOR ACCREDITATION STATUS

A = Accredited, multiple programs involved
B = Accredited Bachelor's program
M = Accredited Master's program
S = Accredited Specialist's program
P = Accredited Professional program
D = Accredited Doctoral program

* = Provisional status
(blank) = Program for which this accreditation is applicable does not exist at the institution.
N = Program for which this accreditation is applicable exists at the institution but was not accredited as of July 1986.

| Accrediting Agency | College/Schl/Program | CIP | UF | FSU | FAMU | USF | FAU | UWF | UCF | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Soc of Am Foresters (prof schools) | Schl of Forest Res | 03.0501 | A | | | | | | | | |
| Nat Architecture Accr Bd (1st prof prog) | Arch | 04.0201 | M | | B,M | | | | | | |
| American Planning Assoc | Urban/Regional Plan | 04.0301 | M | M | | | | | | | |
| Fndtn for Interior Des Ed & Res (2/3 yr, B/M ) | Interior Design | 04.0501 | B | B | | | | | | N | |
| Amer Soc Landscape Arch (prof prog) | Landscape | 04.0601 | B | | | | | | | N | |
| Amer Assmb Coll Schs of Business (B/M prog) | Coll of Business | 06. | | B,M | N | B,M | B,M | N | | | B,M |
| | Business | 06.0101 | B,M | | | | | | | B,M | |
| | Schl of Acctng Accounting | 06.0201 | B,M | | | B,M | | | | B,M | |
| NASPAA (Natl Assoc of Public Aff & Admin) | Public Admin | 44.0401 | | | | | M | | | | |
| Accr Council on Ed in Journalism & Mass Comm (undergrad Prof Prog) | Journalism | 09.0401 | B | | B | | | | | | |
| | Communications | 09.0101 | M | | | B | | N | | | |
| Nat Council for Accr of Teacher Ed (B and higher) | College of Ed/ Teacher Ed Prog | 13. | A | A | A | N | A | N | | N | |
| Accr Bd for Eng & Tech | Coll of Engineering | 14. | A | N | A | A | A | | O | | |
| | Computer Science | 14.0901 | | | | N | | | | | |
| | Civil/Environ Eng | 14.0801 | | | | | | | | B | |
| | Electrical Eng | 14.1001 | | | | | | | | B | |
| Amer Counc for Construct Ed (B prog) | Eng Tech | 15. | | | | | | | O | | |
| | Build Constr | 15.0103 | B | | N | N | | | | B | |
| Natnl Assn for Industrial Tech (B prog) | Industrial Tech | 15.0603 | | | | | | N | | | |

# ACCREDITATION STATUS, JULY 1986

LEGEND FOR ACCREDITATION STATUS

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* = Provisional status
(blank) = Program for which this accreditation is applicable does not exist at the institution.
N = Program for which this accreditation is applicable exists at the institution but was not accredited as of July 1986.

| Accrediting Agency | College/Schl/Program | CIP | UF | FSU | FAMU | USF | FAU | UWF | UCF | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AMA Comm on Allied Health Ed & Accr (prof Prog) | | | | | | | | | | | |
| . Med Lab Tech | | | | | | | | | | | |
| . Med Assistant | | | | | | | | | | | |
| . Med Records | Med Records | 18.0703 | | | B | | | | | B | |
| . Med Tech | Med Tech | 17.0310 | B | N | | B | B | N | N | B | |
| . Occ Therapy | Occupational Ther | 17.0807 | B | | | | | | | B | |
| . Physical Ther | Physical Therapy | 17.0813 | B | | B | | | | | B | |
| . Physician's Asst | Physician Assist | 17.0508 | B | | | | | | | | |
| | Respiratory Ther | 17.0818 | | | N | | | | | | |
| Accr Bur of Health Ed Schools (prof prog) | | | | | | | | | | | |
| . Med Asst | | | | | | | | | | | |
| . Med Lab Tech | | | | | | | | | | | |
| Amer Physical Therapy Assn (prof prog) | | | | | | | | | | | |
| Council on Rehab Ed (M) | Rehab Counsel | 17.0407 | M | M | | M | | | | | |
| Am Speech/Lang/Hearing | Speech Path/Audio | 13.1012 | M | | | | | | | | |
| Assn (M in Spch Path/Aud) | Speech Path/Audio | 18.0103 | | M | | M | | | N | | |
| Comm on Accr of Dental & Dnt Aux Ed prog (DDS/DMD) | Coll of Dentistry | 18.0401 | A | | | | | | | | |
| Accr Comm on Ed of Health Services Adm (grad prog) | Health/Hosp Admin | 18.0701 | M | | N | | | | | N | |
| Liaison Comm on Med Ed (MD & basic med sci prog) | Coll of Medicine | 18.1001 | A | | | P | | | | | |
| Nat League for Nursing (B & up, tech & diploma) | Nursing | 18.1101 | B,M | B | B | B,M | B | B | | B | B |
| Am Coun on Pharm Ed (B & D prog) | Pharmacy | 18.1401 | B,P | | B,P | | | | | | |
| Coun on Ed for Public Health (grad schls) | Public Health | 18.2201 | | | | N | | | | N | |

# ACCREDITATION STATUS, JULY 1986

LEGEND FOR ACCREDITATION STATUS

A = Accredited, multiple programs involved
B = Accredited Bachelor's program
M = Accredited Master's program
S = Accredited Specialist's program
P = Accredited Professional program
D = Accredited Doctoral program

* = Provisional status
(blank) = Program for which this accreditation is applicable does not exist at the institution.
N = Program for which this accreditation is applicable exists at the institution but was not accredited as of July 1986.

| Accrediting Agency | College/Schl/Program | CIP | UF | FSU | FAMU | USF | FAU | UWF | UCF | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Amer Vet Med Assn (DVM & VMD prog) | Medicine | 18.2401 | P | | | | | | | | |
| Am Home Ec Assn (undrgrd) | | | | | | | | | | | |
| Am Dietetic Assn | Food Sci/Human Nutr | 02.0301 | M | | | | | | | | |
| (Coordinated B prog) | Dietetics | 19.0503 | B | | | | | | | B | |
| Am Bar Assn & Assc of Am Law Schls (prof schl) | Coll of Law | 22.0101 | P | P | | | | | | | |
| Am Library Assn (M prog) | Library Sci | 25.0401 | | M | | M | | | | | |
| Natl Rec & Park Assn | Recreation | 13.1314 | B | | | | | | | | |
| | Leisure Serv | 31.0301 | B,M | | | | | | | N | |
| Am Chemical Soc (undrgrd prof prog) | Undergrad Chemistry | 40.0501 | B | B | N | B | B | B | B,M | B | |
| Am Psycholog Assn | Counseling Psych | 42.0601 | D | | | | | | | | |
| (D prog for prof pract) | Clinical Psych | 40.0101 | D | | | D | | | | | |
| | Psychology | 42. | | D | N | | | | | | |
| Coun on Social Work Ed (B & M prog) | Social Work | 44.0701 | B,M | | B | B,M | B | B | B | B,M | |
| Nat Assn/Schls of Dance | Theatre | 50.0501 | N | | N | | | | | | |
| | Dance | 50.0301 | | B,M | | N | | | | | |
| Nat Assn/Schls of Theatre | Theatre | 50.0501 | N | B,M,D | | N | | N | | N | |
| Nat Assn/Schl Art & Desgn (offer prof prep) | Art | 50.0402 | N | | | | | | | | |
| | Art | 50.0701 | N | | | N | | N | | N | |
| Nat Assn/Schls of Music | Music | 50.0902 | B,M | | | | | | | | |
| (postsec schls music) | Music | 50.0903 | B,M | | | | | B | N | | |
| | Music | 13.1312 | B,M | | | | | B | | | |
| | Music | 50.0900 | | B,M,D | N | N | B | | B | | |
| | Music | 50.0901 | | | | | | | | N | |
| Comp Sci Accr Assoc | Computer Sci | 11. | | N | | | | | | | |

1984-85
Academic Year
State University System

# INDICATOR REPORT

Type of Indicator: Process

Name of Indicator: Student FTE/Faculty FTE Ratios*

Definition of Indicator: The student-faculty ratio provides an indication of the quality of academic programs offered at a university. A student must have the ability to interact with the faculty. If a university has a poor student-faculty ratio, it may be inferred that instruction and advisement are probably suffering due to an over-burdened faculty.

In the State University System of Florida, on an annual basis, forty undergraduate student credit hours (SCH) equal one undergraduate full-time equivalent (FTE) student. The total number of undergraduate SCHs divided by 40 equals the annual undergraduate student FTE. Likewise, 32 graduate SCHs equal one graduate student FTE. Annually, the total number of graduate SCHs divided by 32 equals the total graduate student FTE.

A faculty FTE is the full-time academic activity (instruction, research and student advisement) of a faculty member for nine months.

Analysis: The analysis of the overall ratios during the 1984-85 and 1985-86 academic years are attached.

Rank of Florida on Indicator: No comparable national data are available. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Report (1983-84): In 1984-85, the student FTE/faculty FTE ratio declined significantly to 15.70. Another significant decrease occurred for the 1985-86 academic year when the student FTE/faculty FTE ratio was reduced to 14.23. This decrease may be seen as positive evidence of lower class sizes and more faculty/student interaction.

Source of Data: Student Data Course File Enrollment Reports and Educational and General Control Sheets.

*Original SUS Foundational Measure.

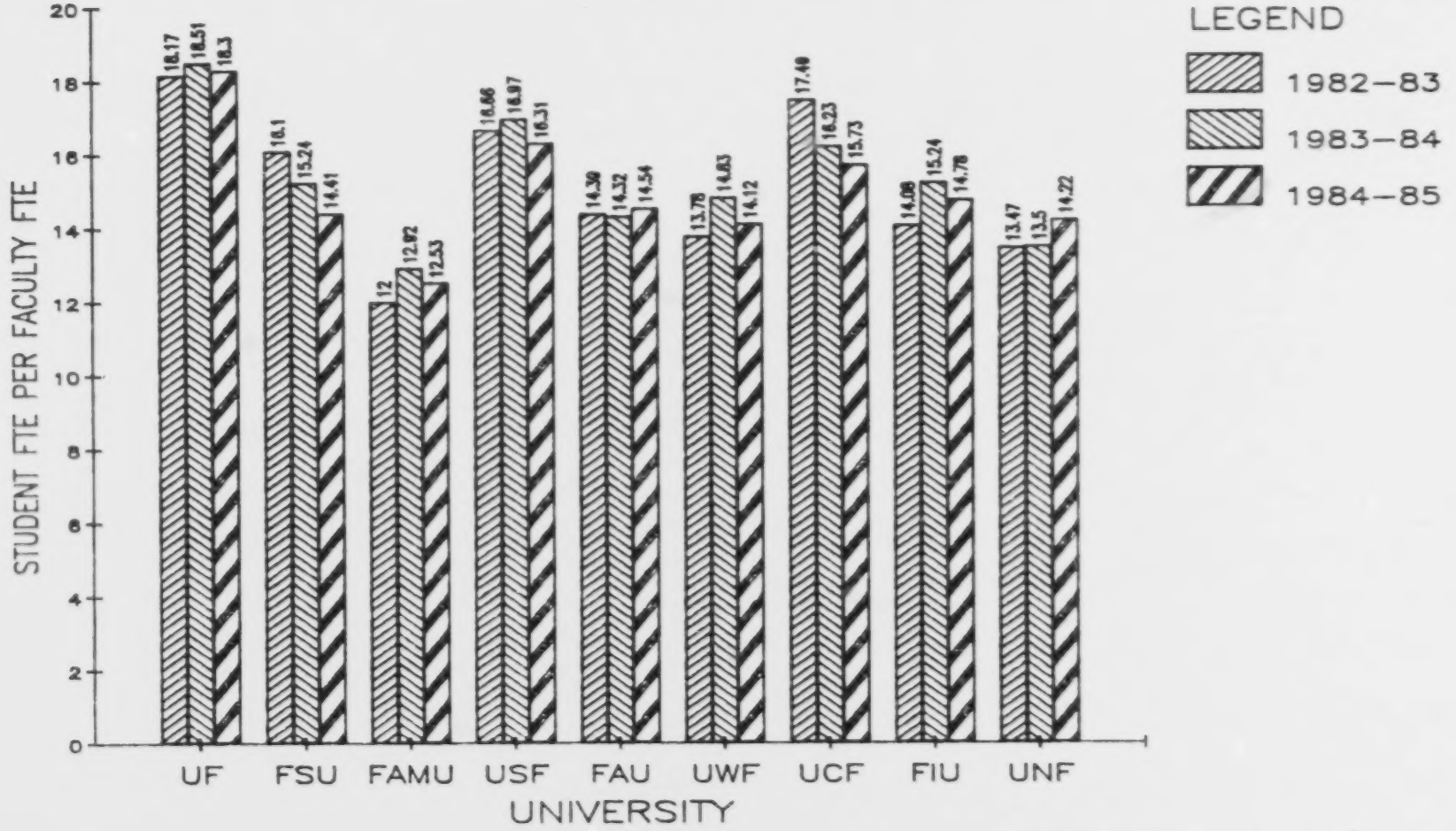
STATE UNIVERSITY SYSTEM OF FLORIDA
STUDENT FTE/FACULTY FTE RATIOS
(EDUCATIONAL AND GENERAL)
1984-85

| | Faculty FTE Positions[a] | Student Annual FTE[b] | Student FTE Per Faculty FTE |
|---|---|---|---|
| University of Florida | 1,267.81 | 23,198 | 18.30 |
| Florida State University | 1,020.50 | 14,710 | 14.41 |
| Florida A & M University | 293.26 | 3,676 | 12.53 |
| University of South Florida | 935.93 | 15,268 | 16.31 |
| Florida Atlantic University | 363.30 | 5,283 | 14.54 |
| University of West Florida | 244.71 | 3,455 | 14.12 |
| University of Central Florida | 582.11 | 9,158 | 15.73 |
| Florida International University | 557.76 | 8,241 | 14.78 |
| University of North Florida | 200.76 | 2,854 | 14.22 |
| State University System | 5,466.14 | 85,843 | 15.70 |

[a]Source: 1985-86 Educational and General Control Sheets

[b]Source: Student Data Course File Enrollment Reports

# STUDENT FTE/FACULTY FTE RATIOS (EDUCATIONAL AND GENERAL) 1982–83 through 1984–85




Source: 1984–85 E & G Control Sheets

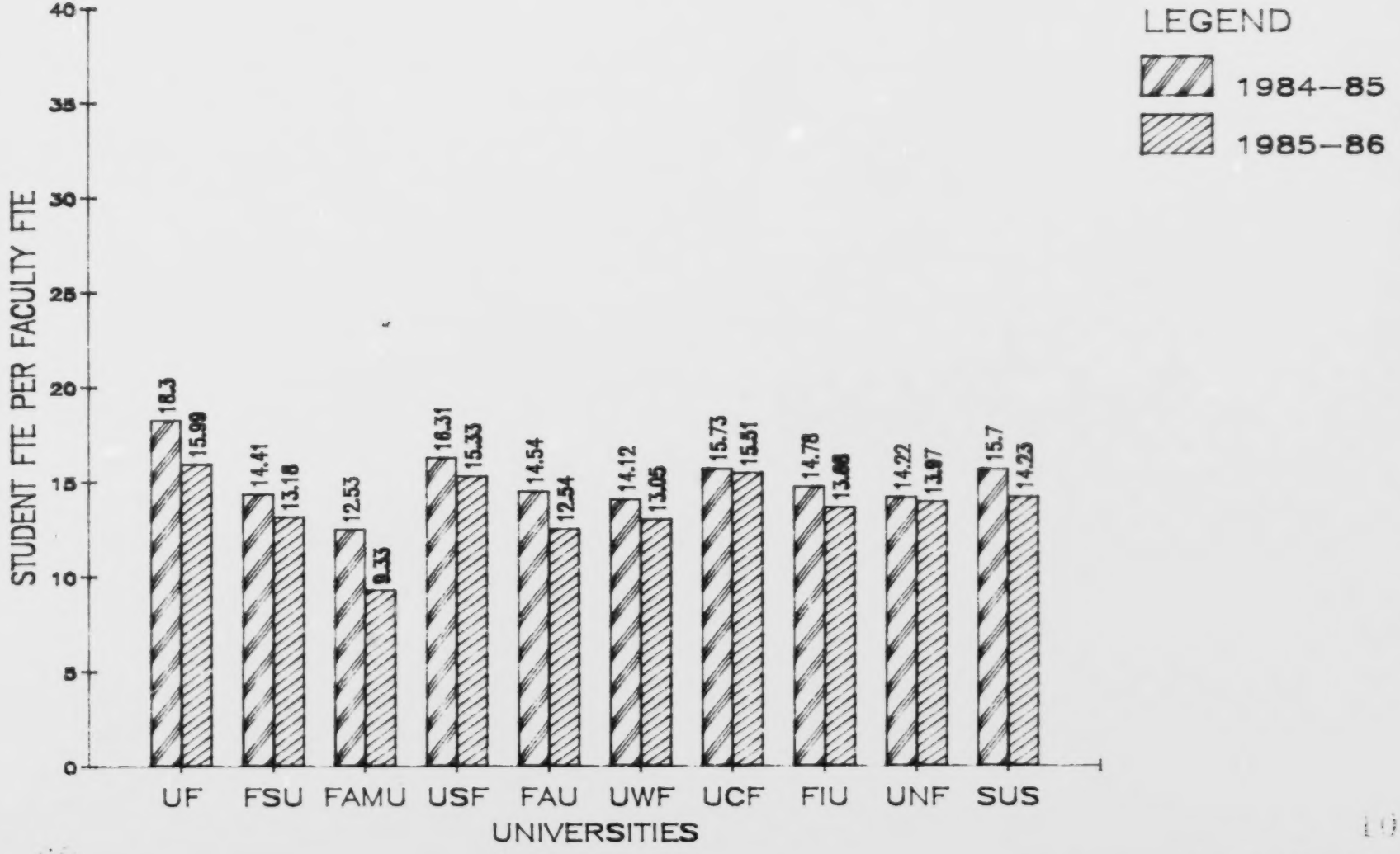
STATE UNIVERSITY SYSTEM OF FLORIDA
STUDENT FTE/FACULTY FTE RATIOS
(EDUCATIONAL AND GENERAL)
1985-86

| | Faculty FTE Positions[a] | Student Annual FTE[b] | Student FTE Per Faculty FTE |
|---|---|---|---|
| University of Florida | 1454.79 | 23,267 | 15.99 |
| Florida State University | 1106.36 | 14,585 | 13.18 |
| Florida A&M University | 375.03 | 3,498 | 9.33 |
| University of South Florida | 997.18 | 15,290 | 15.33 |
| Florida Atlantic University | 418.89 | 5,252 | 12.54 |
| University of West Florida | 258.97 | 3,379 | 13.05 |
| University of Central Florida | 599.48 | 9,299 | 15.51 |
| Florida International University | 624.68 | 8,547 | 13.68 |
| University of North Florida | 219.21 | 3,063 | 13.97 |
| State University System | 6,054.59 | 86,180 | 14.23 |

[a] Source: 1986-87 Educational and General Control Sheets

[b] Source: Student Data Course File Enrollment Reports

# STUDENT FTE/FACULTY FTE RATIOS (EDUCATION AND GENERAL) 1984–85 and 1985–86




Source: SUS Factbook

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator: Research Library Rank*

Definition of Indicator: Faculty members and students are dependent on their ability to have access to a wide variety of information. While total volumes are an important measure of library quality, other factors also determine the strength of library support for the academic process.

The Association of Research Libraries (ARL) annually provides rankings of member research libraries. Prior to 1984-85, rankings were based upon ten factors or measures of library size. Beginning with 1984-85, rankings are to be based on the number of volumes held.

Analysis: The attached analysis is based upon the Association of Research Libraries ranking of individual university research libraries during the 1984-85 academic year. The states are rank ordered on the basis of the highest ranked public university research library found in each state.

Rank of Florida on Indicator: Florida was ranked sixteenth out of the 36 states with public university research libraries. Accordingly, Florida was not in the upper quartile on this measure. Florida's rank was based on the University of Florida research library's rank of 19th of all public university research libraries. Florida State University's research library was ranked 46th. While the ranks for Florida, UF and FSU have increased, the changes may possibly be attributed to changed methodology for determining rank.

The extent and ranking of research libraries is largely a function of the age of the library and the amount of funds available each year for new acquisitions. In order to achieve a comparable rank, newer research libraries, such as those in the State University System (SUS) of Florida, must acquire in a short amount of time what older, higher ranked libraries have accumulated over many years. The goal of the SUS is to improve the research libraries of the University of Florida, Florida State University, and the University of South Florida to such a level that they will all fall in the upper quartile of public ARL member libraries.

*Original SUS Upper Quartile Measure

Comparison With Previous Report (1983-84): On the basis of rankings provided by the ARL, Florida's national rank increased after a history of decline. However the change in method for determining ranks beginning with 1984-85 may create a false impression that Florida's rank is improving. The 1984-85 ranks must be compared to the 1985-86 ranks in order to draw a reasonable conclusion about Florida's progress on this indicator.

ARL Ranking

| | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|
| University of Florida | 19 | 20 | 25 | 19 |
| Florida State University | 44 | 56 | 57 | 46 |

Source of Data: Chronicle of Higher Education May 21, 1986.

ASSOCIATION OF RESEARCH LIBRARY RANKING (ARL) OF THE UPPER QUARTILE OF STATES WITH PUBLIC UNIVERSITY RESEARCH LIBRARIES IN THE USA BASED ON THE HIGHEST RANKED INSTITUTION WITHIN EACH STATE 1984-85

| State Rank | Institution Rank |
|---|---|
| 1. Illinois | 1. University of Illinois |
| | 37. Southern Illinois University |
| 2. California | 2. University of California at Berkeley |
| | 5. University of California at Los Angeles |
| | 33. University of California at Davis |
| | 40. University of California at Santa Barbara |
| | 41. University of California at San Diego |
| | 60. University of California at Riverside |
| | 62. University of California at Irvine |
| 3. Michigan | 3. University of Michigan |
| | 12. Michigan State University |
| | 28. Wayne State University |
| 4. Texas | 4. University of Texas |
| | 49. Texas A&M University |
| | 57. University of Houston |
| 5. Wisconsin | 6. University of Wisconsin |
| 6. Washington | 7. University of Washington |
| | 58. Washington State University |
| 7. Indiana | 8. Indiana University |
| | 45. Purdue University |
| 8. Minnesota | 9. University of Minnesota |
| 9. Ohio | 10. Ohio State University |
| | 50. Kent State University |
| | 55. University of Cincinnati |

First Quartile

LIBRARY RANKING (Cont'd.)

| State Rank | | Institution Rank | |
|---|---|---|---|
| 10. | North Carolina | 11. | University of North Carolina* |
| | | 61. | North Carolina State University |
| 11. | Arizona | 13. | University of Arizona |
| | | 32. | Arizona State University |
| 12. | Virginia | 14. | University of Virginia |
| | | 53. | Virginia Polytechnic Institute and State University |
| 13. | Iowa | 15. | University of Iowa |
| | | 48. | Iowa State University |
| 14. | Pennsylvania | 16. | University of Pittsburgh* |
| | | 17. | Pennsylvania State University* |
| | | 38. | Temple University |
| 15. | Kansas | 18. | University of Kansas |
| 16. | Florida | 19. | University of Florida* |
| | | 46. | Florida State University* |
| 17. | Georgia | 20. | University of Georgia |
| | | 36. | Georgia Institute of Technology |
| 18. | New York | 21. | State University of New York at Buffalo |
| | | 54. | State University of New York at Stony Brook |
| | | 63. | State University of New York at Albany |

Second Quartile

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Only 36 states are included in the ARL Ranking as having public university research libraries; therefore, the upper quartile is comprised of nine states.

Note: Libraries were listed according to number of volumes. Beginning this year, the ARL is no longer publishing its ranking of libraries based on the index that weighted volumes held, expenditures, etc. Institutions were asked to report for main campuses except those with an asterisk (*).

Source: Chronicle of Higher Education, May 21, 1986.

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator: Progress Toward the Faculty and Administrator Goals of the State Plan for Equal Access and Equal Opportunity*

Definition of Indicator: The stated employment goal for the State University System is to achieve Black/White proportions in each employment category in public higher education in Florida which approximate the Black/White proportions in the appropriate pools from which institutions obtain their employees.

There are three employment categories.

1. The State University System commitment for employment of nonacademic personnel is to achieve a proportion of Black nonacademic personnel (HEW Job Category) at each institution and on the Board of Regents staff which approximates the proportion of Blacks with the required skills in the Relevant Labor Market.

   The goal for nonacademic personnel is the 12.7 percent index which represents the Black proportion of Florida's total 1976 population (Bureau of Economic and Business Research, University of Florida).

2. The System Goal for positions requiring the doctoral degree is to maintain a proportion of Black faculty and administrators at each institution and on the Board of Regents staff which, at a minimum, approximates the percent of Blacks in the nationwide doctoral degree work force.

   Black representation in the doctoral degree work force is approximately 2.1 percent according to the most recent National Research Council and Colorado Study data.

*Original SUS Foundational Measure

3. The System goal for positions not requiring the doctorate is to achieve a proportion of Black faculty and administrators at each institution and on the Board of Regents staff which approximates the percentage of master's degrees (7.6 percent) awarded to Black students within the State University System in 1975-76.

Analysis: For the 1984-85 and 1985-86 academic years, the full-time Black employment percentages within the State University System were as follows:

| | 1984-85 | | 1985-86 | |
|---|---|---|---|---|
| 1. Nonacademic personnel | | | | |
| 8 Predominantly White Univ's. | 3,177 of 14,977 | 21.2% | 3,261 of 15,436 | 21.1% |
| Florida A & M University | 644 of 704 | 91.5% | 766 of 827 | 92.6% |
| SUS and BOR Totals[3] | 3,839 of 15,807 | 24.3% | 3,987 of 16,326 | 24.4% |
| 2. Academic and Admin. Positions requiring the Doctoral degree | | | | |
| 8 Predominantly White Univ's. | 156 of 5,640 | 2.8%[1] | 168 of 5,634 | 3.0% |
| Florida A & M University | 134 of 214 | 62.6%[2] | 146 of 228 | 64.0% |
| SUS and BOR Totals[3] | 291 of 5,872 | 5.0%[2] | 315 of 5,879 | 5.4% |
| 3. Academic and Admin. Positions not requiring the Doctoral degree | | | | |
| 8 Predominantly White Univ's. | 360 of 5,580 | 6.5% | 391 of 6,189 | 6.3% |
| Florida A & M University | 252 of 325 | 77.5% | 287 of 358 | 80.2% |
| SUS and BOR Totals[3] | 618 of 5,962 | 10.4% | 686 of 6,615 | 10.4% |

[1] Inaccurately reported in the December 1985 report as 5.0%.
[2] Inaccurately reported in the December 1985 report as 7.1%.
[3] The December 1985 report erroneously excluded the BOR staff and reported only the employees of the universities for the SUS totals. For this reason, the percentages reported last year do not match these figures.

Rank of Florida on Indicator: No comparable national data base has been identified. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison with Previous Report (1984-85): The previous report on this indicator contained inaccuracies which are explained in the footnotes above. Comparisons between 1984-85 and 1985-86, based on the information presented above, show that the number and percentage of employees who were Black increased between 1984-85 and 1985-86 for the SUS and BOR in two categories of personnel. The number of Blacks employed in non-academic positions increased from 3,839 to 3,987 and the percentage of employees who were Black increased from 24.3% to 24.4%. The number of Blacks who were employed in academic or administrative positions requiring the doctoral degree increased from 291 to 315 and the percentage of employees in this category who were Black increased from 291 to 315 and the percentage of employees in this category who were Black increased from 5.0% to 5.4%. For the category of employment ir academic and administrative positions not requiring the doctoral

degree, the number of Blacks employed increased from 618 to 686. The percentage of Blacks in this employment category remained the same at 10.4%. The percentage of Blacks employed by the SUS and BOR is greater than the state goal for non-academic personnel and for academic and administrative positions not requiring the doctoral degree, while the percentage of Blacks in academic and administrative positions requiring the doctoral degree is less than the state goal.

Source of Data: Equal Employment Opportunity Commission - Higher Education Staff Information (EEO - 6).

Please Note:

In the paragraph above it is stated that, "The percentage of Blacks employed by the SUS and BOR is greater than the state goal for non-academic personnel and for academic and administrative positions not requiring the doctoral degree, while the percentage of blacks in academic and administrative positions requiring the doctoral degree is less than the state goal."

This statement should read as follows:
"The percentage of blacks employed by the SUS and BOR is greater than the state goal in each of the three employment categories."*

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* Correction was made to this statement following receipt of the report by the State Board of Education on January 22, 1987.

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator: Progress Toward the Student Goals of the State Plan for Equal Access and Equal Opportunity*

Definition of Indicator: As a goal, the SUS will strive to recruit minority students as freshmen and transfer students at a rate which will equal the proportion of minority students graduating from Florida's secondary schools and community colleges. Financial aid funds will be maintained at a level sufficient to recruit students who are in need and to offset increases in tuition and fees. Studies on minority retention will continue.

Analysis: Three subsets of students entering the SUS as undergraduates were analyzed. The first comparison was made between high school students graduating from Florida public secondary schools and freshmen entering the SUS. While 19.4% of high school students graduating during 1983-84 were Black only 14.4% of freshmen entering during 1984-85 were Black students. Similarly, 18.8% of the high school students graduating during 1984-85 were Black, while Black students made up only 12.7% of the freshmen entering the SUS during 1985-86.

Hispanic students composed 7.9% of 1983-84 high school graduates and 6.3% of the 1984-85 entering freshmen class. In 1984-85 the portion of the state's high school graduates who were Hispanic was 7.7% and the portion of freshmen entering the SUS who were Hispanic was 6.1%.

The second comparison was made between students graduating from Florida community colleges with AA degrees and transfer students entering the SUS with AA degrees. In 1983-84, 7.0% of all AA degree graduates from community colleges were Black, while 5.6% of entering transfers with AA degrees were Black students. During the following year, 5.7% of the students graduating from community colleges with AA degrees were Black, while 5.0% of AA degree transfer students into the SUS were Black.

Similarly, the proportion of students graduating from community colleges with AA degrees who were Hispanic in 1983-84 (14.1%) exceeded the proportion of transfer students with AA degrees entering the SUS in 1984-85 who were Hispanic (10.3%). During 1985-86, 12.9% of those who graduated with AA degrees were Hispanic and 9.9% enrolling as transfers with AA degrees were Hispanic.

*Original SUS Foundational Measure

The last comparison was made between students graduating from Florida community colleges with AS degrees and students with AS degrees entering SUS institutions. In 1983-84, 7.0% of community college graduates with AS degrees were Black, while Black students composed 8.5% of all transferring students with AS degrees entering the SUS. The proportion of Black transfer students with AS degrees entering the SUS in 1985-86 dropped to 7.4% but continued to be a larger percentage than the proportion of Black students graduating with AS degrees from community colleges in 1984-85 which was 7.0%.

- Trends for Hispanic transfer students with AS degrees were similar to those found with AA degree transfer students. That is, the proportion of students graduating with AS degrees from a community college who were Hispanic (7.0% in 1983-84, 7.9% in 1984-85) exceeded the proportion of Hispanic students entering the SUS as AS degree transfer students (5.9% in 1984-85, 6.5% in 1985-86).

Rank of Florida on Indicator: No comparable national data base has been identified. This indicator is designed to show improvement within the State University System from year to year.

Comparison With Previous Report (1983-84): During the 1983 fall semester, approximately 22% of the SUS E&G freshmen enrollment were minority students. This proportion increased to approximately 23% in fall 1984, and decreased to 21% in fall 1985. The proportion of minority students represented in the total number of students transferring with AA degrees has declined from 18% in fall 1984 to 17% in fall 1985. The total enrollment of this type of student in SUS institutions declined over the same period as well. While minority students composed approximately 16% of the students transferring into the SUS with AS degrees during fall 1984, this proportion increased to 16.5% in fall 1985.

Source of Data: State University System Admissions Files
Division of Public Schools
Division of Community Colleges

STATE UNIVERSITY SYSTEM OF FLORIDA
1984-85 HIGH SCHOOL GRADUATES IN FLORIDA
COMPARED TO 1985-86 FRESHMEN ENROLLED IN THE SUS

| | High School Graduates (1984-1985)[a] | | SUS Total First-Time-in-College Freshmen (1985-1986)[b] | | Percent of Total Freshmen Enrollment at Each University[b] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | (Headcount) | Percent | (Headcount) | UF | FSU | FAMU | USF | FAU | UWF | UCF | FIU | UNF |
| Black | 18.8% | (15,014) | 12.7% | (1,766) | 8.2% | 10.1% | 97.0% | 5.2% | 5.6% | 3.4% | 4.8% | 6.4% | 6.3% |
| White | 72.3% | (57,577) | 78.9% | (10,973) | 84.6% | 86.3% | 2.0% | 85.1% | 85.2% | 93.5% | 89.1% | 37.7% | 88.2% |
| Hispanic | 7.7% | (6,142) | 6.1% | (847) | 4.4% | 2.5% | .9% | 6.9% | 7.8% | .4% | 3.8% | 53.2% | 1.7% |
| Asian | 1.1% | (888) | 2.2% | (303) | 2.7% | .9% | .1% | 2.7% | 1.4% | 2.7% | 2.2% | 2.7% | 3.8% |
| American Indian | .1% | (64) | .1% | (12) | .1% | .2% | .0% | .1% | .0% | .0% | .1% | .0% | .0% |
| TOTAL % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| (HEADCOUNT) | | (79,685) | | (13,901) | (5,055) | (2,821) | (816) | (2,300) | (284) | (261) | (1,307) | (581) | (476) |

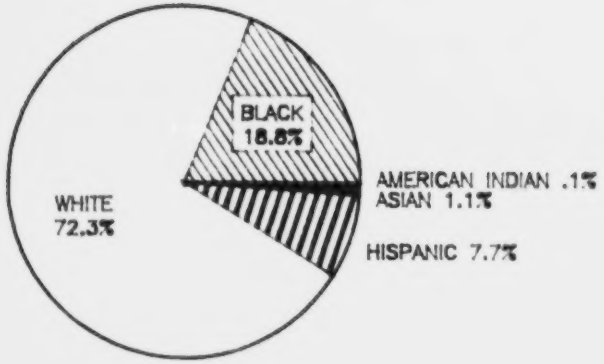
[a]Source: Students in Florida Public Schools.

[b]Source: Admissions File Report - Includes students who were admitted and registered.

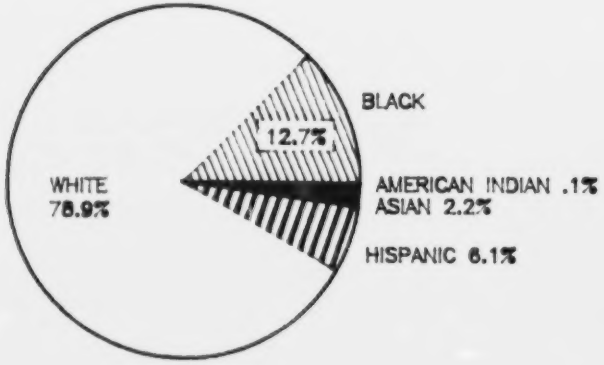


C.COMM COLL TRANSFERS&FTIC

# HIGH SCHOOL GRADUATES IN FLORIDA COMPARED TO FRESHMEN ENROLLED IN THE STATE UNIVERSITY SYSTEM




1984--85 HIGH SCHOOL GRADUATES




1985--86 FTIC FRESHMEN

STATE UNIVERSITY SYSTEM OF FLORIDA
1984-85 COMMUNITY COLLEGE GRADUATES WITH AA DEGREES
COMPARED TO 1985-86 COMMUNITY COLLEGE TRANSFERS ENROLLED IN SUS

| | Community College Graduates with AA Degrees (1984-1985)[a] | | Total SUS Community College Transfers with AA Degrees (1985-1986)[b] | | Percent of Transfer Enrollment with AA Degrees at Each University[b] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | (Headcount) | Percent | (Headcount) | UF | FSU | FAMU | USF | FAU | UWF | UCF | FIU | UNF |
| Black | 5.7% | (788) | 5.0% | (485) | 3.5% | 5.3% | 54.7% | 4.4% | 3.5% | 4.7% | 3.4% | 7.4% | 6.1% |
| White | 80.4% | (11,115) | 83.2% | (8,036) | 87.1% | 89.2% | 37.9% | 88.9% | 87.2% | 90.3% | 91.5% | 40.8% | 89.8% |
| Hispanic | 12.9% | (1,788) | 9.9% | (958) | 7.2% | 4.5% | 5.3% | 5.0% | 7.4% | 1.7% | 3.4% | 49.6% | 2.0% |
| Asian | .7% | (102) | 1.7% | (164) | 2.1% | .7% | 2.1% | 1.5% | 1.9% | 2.0% | 1.6% | 2.1% | 1.9% |
| American Indian | .3% | (33) | .2% | (16) | .1% | .3% | .0% | .2% | .0% | 1.3% | .1% | .1% | .2% |
| TOTAL % | 100.0% | | 100.0% | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| (HEADCOUNT) | | (13,826) | | (9,659) | (1,994) | (1,339) | (95) | (1,716) | (1,097) | (402) | (1,442) | (1,037) | (537) |

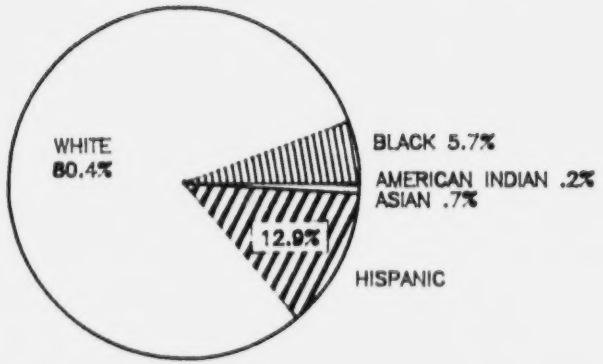
[a]Source: Division of Community Colleges, Report 129. Excludes non-resident aliens.

[b]Source: Admissions File Report - Includes students who were admitted and registered.

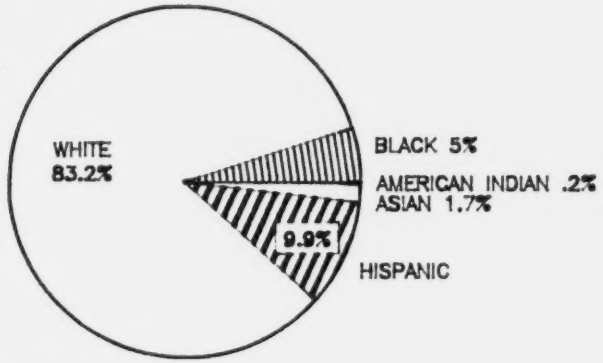


C.COMM COLL TRANSFERS&FTIC

# COMMUNITY COLLEGE AA DEGREE GRADUATES COMPARED TO COMMUNITY COLLEGE TRANSFER STUDENTS IN THE STATE UNIVERSITY SYSTEM




1984–85 AA DEGREE GRADUATES




1985–86 SUS TRANSFERS WITH AA DEGREE

STATE UNIVERSITY SYSTEM OF FLORIDA
1984-85 COMMUNITY COLLEGE GRADUATES WITH AS DEGREES
COMPARED TO 1985-86 COMMUNITY COLLEGE TRANSFERS ENROLLED IN SUS

| | Community College Graduates with AS Degrees (1984-1985)[a] | | Total SUS Community College Transfers with AS Degrees (1985-1986)[b] | | Percent of Transfer Enrollment at Each University[b] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | (Headcount) | Percent | (Headcount) | UF | FSU | FAMU | USF | FAU | UWF | UCF | FIU | UNF |
| Black | 7.0% | (505) | 7.4% | (42) | 4.4% | 11.1% | 20.0% | 6.5% | 9.1% | 8.6% | 2.4% | 12.5% | 8.4% |
| White | 83.6% | (6,080) | 83.5% | (476) | 86.7% | 88.9% | 80.0% | 88.8% | 81.8% | 84.5% | 92.7% | 53.8% | 88.0% |
| Hispanic | 7.9% | (575) | 6.5% | (37) | 4.4% | .0% | .0% | 2.8% | 6.1% | 3.4% | 1.6% | 32.5% | .0% |
| Asian | 1.2% | (85) | 2.6% | (15) | 4.4% | .0% | .0% | 1.9% | 3.0% | 3.4% | 3.3% | 1.3% | 3.6% |
| American Indian | .3% | (21) | .0% | (0) | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| TOTAL % | 100.0% | | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| (HEADCOUNT) | | (7,266) | | (570) | (45) | (36) | (5) | (107) | (33) | (58) | (123) | (80) | (83) |

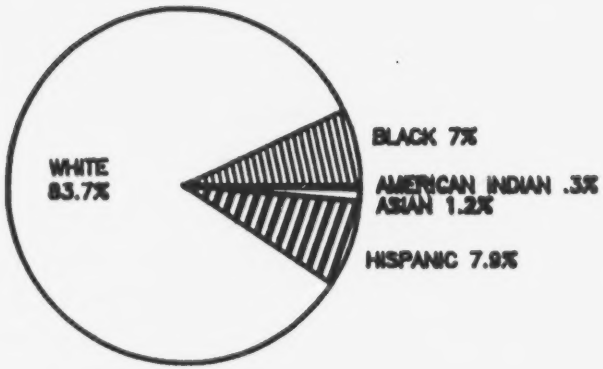
[a]Source: Division of Community Colleges, Report 129. Excludes non-resident aliens.

[b]Source: Admissions File Report - Includes students who were admitted and registered.

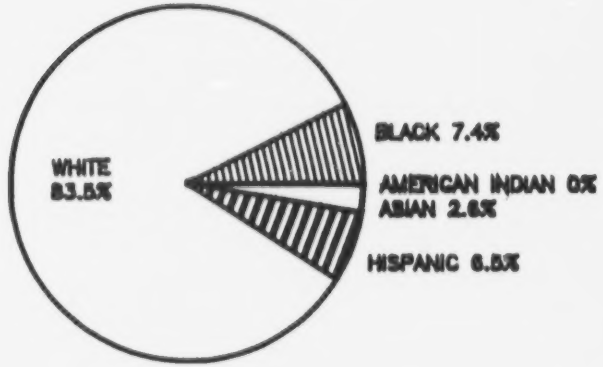


C.COMM COLL TRANSFERS&FTIC

# COMMUNITY COLLEGE AS DEGREE TRANSFERS COMPARED TO COMMUNITY COLLEGE TRANSFER STUDENTS IN THE STATE UNIVERSITY SYSTEM




1984–85 AS DEGREE GRADUATES




1985–86 SUS TRANSFERS WITH AS DEGREES

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator: Strengthening Undergraduate Education*

Definition of Indicator: Phi Beta Kappa was founded on December 5, 1776, at the College of William and Mary. In order for an institution to qualify for a Phi Beta Kappa chapter it must meet rigorous standards of quality and program breadth at the undergraduate level. The existence of a Phi Beta Kappa chapter at an institution is a good indicator that the undergraduate program has achieved a measure of excellence.

In making a decision to grant a new chapter, the Phi Beta Kappa Committee will consider the elements of strength and of weakness in an institution. The society requires that member institutions emphasize curricula definitely liberal in character and purpose along with adequate instructional offerings in the Arts and Sciences. Phi Beta Kappa holds that a liberal education is not primarily vocational. A liberal education seeks to quicken the mind and spirit by encouraging the full development of human capacities.

SUS institutions will follow Phi Beta Kappa's standards of quality and program breadth in their efforts to strengthen their undergraduate education programs. Each institution, when its leadership believes it has achieved the appropriate curriculum strengths, will request a review for a Phi Beta Kappa chapter by the society. If funds are available to broaden the undergraduate curriculum, each State University System institution will seek a review as soon as it is feasible.

Analysis: Both the University of Florida and Florida State University have Phi Beta Kappa chapters.

Rank of Florida on Indicator: California has the largest number of Phi Beta Kappa chapters, with ten independent chapters located at public institutions. New York has nine chapters, Ohio has six chapters, and Virginia has four chapters. Michigan, New Jersey and Pennsylvania have three chapters located at public institutions. Florida, along with ten other states, has two chapters within the State University System.

Comparison With Previous Report (1983-84): The National Chapter of Phi Beta Kappa conducts a rigorous review of applicant schools. Due to the nature of this review process, new Chapter memberships are only awarded every three years. New Chapters were established for the three years from 1985-88 in other states so that New Jersey and Pennsylvania now have more chapters of Phi Beta Kappa than Florida.

Source of Data: National Office of United Chapters of Phi Beta Kappa.

*An original SUS Upper Quartile Measure

NUMBER OF PHI BETA KAPPA CHAPTERS LOCATED AT
PUBLIC INSTITUTIONS OF HIGHER EDUCATION
1985-88

| State | Number of Phi Beta Kappa Chapters |
|---|---|
| California | 10 |
| New York | 9 |
| Ohio | 6 |
| Virginia | 4 |
| Michigan | 3 |
| New Jersey | 3 |
| Pennsylvania | 3 |
| Arizona | 2 |
| Colorado | 2 |
| FLORIDA | 2 |
| Illinois | 2 |
| Indiana | 2 |
| Iowa | 2 |
| Kansas | 2 |
| North Carolina | 2 |
| Washington | 2 |
| Wisconsin | 2 |
| Alabama | 1 |
| Arkansas | 1 |
| Connecticut | 1 |
| Delaware | 1 |
| Georgia | 1 |
| Hawaii | 1 |
| Idaho | 1 |
| Kentucky | 1 |
| Louisiana | 1 |
| Maine | 1 |
| Maryland | 1 |
| Massachusetts | 1 |
| Minnesota | 1 |
| Missouri | 1 |
| Nebraska | 1 |
| New Hampshire | 1 |
| New Mexico | 1 |
| North Dakota | 1 |
| Oklahoma | 1 |
| Oregon | 1 |
| Rhode Island | 1 |
| South Carolina | 1 |
| South Dakota | 1 |
| Tennessee | 1 |
| Texas | 1 |
| Utah | 1 |
| Vermont | 1 |
| West Virginia | 1 |
| Wyoming | 1 |

Rev. 12/3/86 CL/dt
IND.PHI BETA

1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator: Contract and Grant Dollars Per Faculty Member*

Definition of Indicator: While all faculty members on contract are expected to do research, a measure that attempts to determine the amount of research and the value of the research is contract and grant dollars per faculty member. Since all universities are competing for these funds, only the best faculty proposals are funded.

Analysis: The 1984-85 academic year information for State University System institutions is attached.

Rank of Florida on Indicator: No national data base concerning contract and grant dollars per faculty member by state has been identified. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Report (1983-84): The average contract and grant dollars per faculty FTE position throughout the SUS increased $2,047 from 1983-84 to 1984-85. Six of the universities showed increases in average contract and grant dollars per faculty FTE position ranging from $1,638 to $7,542. Three universities evidenced decreases in these dollars ranging from $208 to $5,580 per faculty FTE position.

Source of Data: Annual Contracts and Grants Reports submitted by the institutions and 1985-86 Educational and General, and Special Units Control Sheets.

*An original SUS Foundational Measure

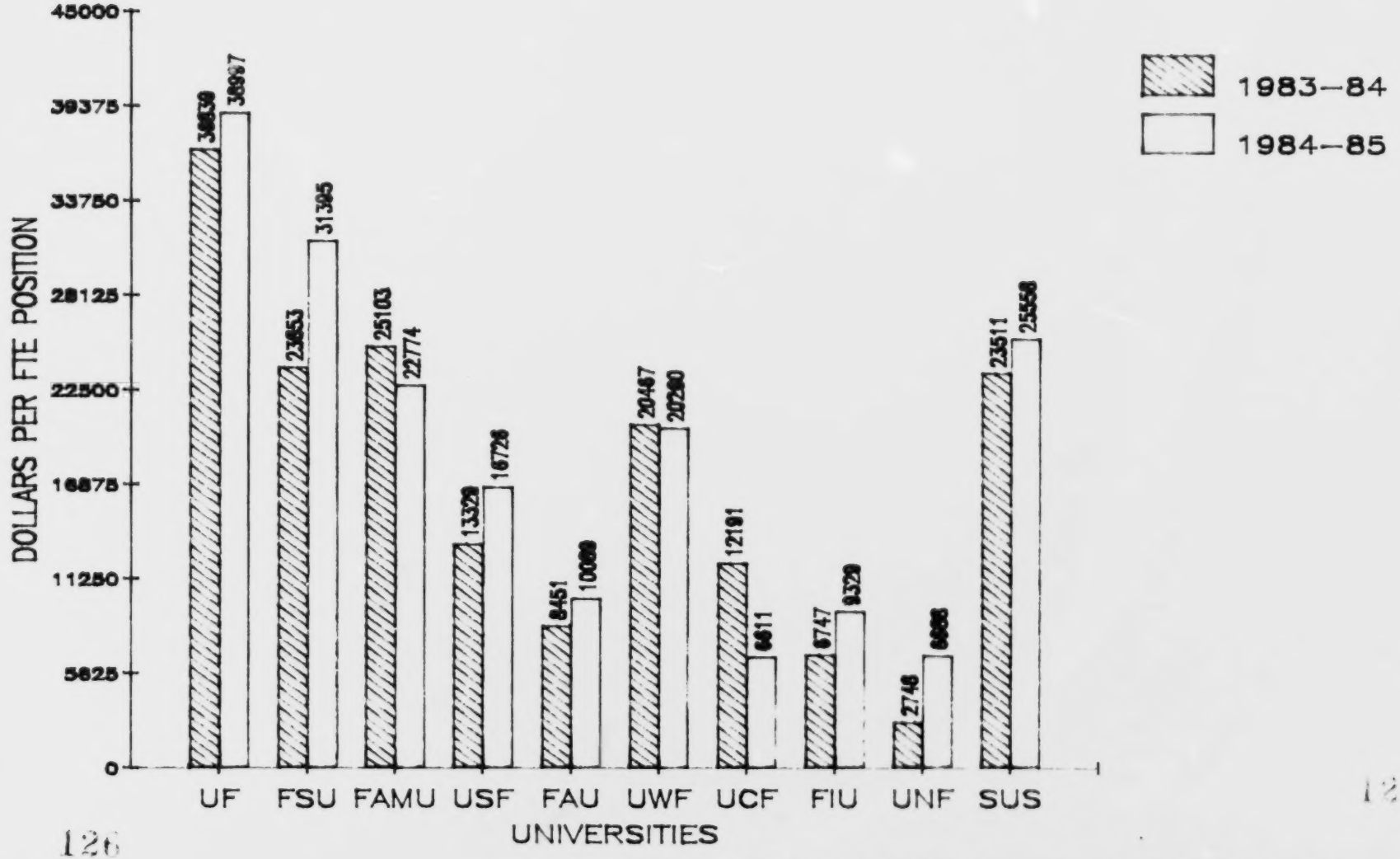
STATE UNIVERSITY SYSTEM OF FLORIDA
CONTRACT AND GRANT DOLLARS PER FACULTY MEMBER
1984-85

| | Dollars Expended[a] | Faculty FTE Positions[b] | Dollars Per FTE Faculty Member |
|---|---|---|---|
| University of Florida | $105,696,967 | 2,710.36 | $38,997 |
| Florida State University | 32,038,192 | 1,020.50 | 31,395 |
| Florida A & M University | 6,678,589 | 293.26 | 22,774 |
| University of South Florida | 20,419,276 | 1,220.81 | 16,726 |
| Florida Atlantic University | 3,665,205 | 363.30 | 10,089 |
| University of West Florida | 4,957,719 | 244.71 | 20,260 |
| University of Central Florida | 3,848,497 | 582.11 | 6,611 |
| Florida International University | 5,203,470 | 557.76 | 9,329 |
| University of North Florida | 1,342,616 | 200.76 | 6,688 |
| State University Systems | $183,850,531 | 7,193.57 | $25,558 |

[a]Source: Annual Reports of Contracts and Grants submitted by universities. Dollars exclude student financial aid, administrative services, and other non-research and non-service contracts and grants when identifiable.

[b]Source: 1985-86 Educational and General Control Sheets and Special Unit Control Sheets

# CONTRACT AND GRANT DOLLARS PER FACULTY FTE POSITION 1983–84 and 1984–85




Source: Annual University Reports of Contracts & Grants

1984-85
Academic Year
State University System

# INDICATOR REPORT

Type of Indicator: Opinion

Name of Indicator: National Rank of Program, School or College*

Definition of Indicator: Attempts to rank programs, schools, or colleges are based mainly upon opinion and are thus highly subjective in nature. They do, however, represent external judgments concerning quality and, as such, should be considered. They do not represent a systematic approach to the assessment of institutional quality.

Analysis I: The Conference Board of Associated Research Councils, which is composed of the American Council on Education, the National Research Council, and the Social Science Research Council, conducted a national assessment of doctoral programs in biological sciences, mathematics, physical sciences, social and behavioral sciences, and humanities in 1981. Included in this national evaluation was a survey of the reputations of the doctoral programs among faculty members in those fields. In the survey, faculty members were asked to rate:

- The scholarly competence and achievements of faculty members in a stratified random sample of the departments in their field.
- The effectiveness of those departments in educating research scholars and scientists.
- The improvement of the program over the past five years.

For the purpose of determining the relative quality reputations of State University System (SUS) institutions, these faculty ratings of doctoral programs were rank ordered. The ranks of programs at the three SUS institutions included in this study are reported on Table I.

It should be noted that although this survey will not be conducted on an annual basis, this assessment does provide information concerning the relative quality of some doctoral programs in the SUS.

Rank of Florida on Indicator (I): A different number of degree programs was evaluated in each of the 26 disciplines included in this study. The ranks of SUS doctoral programs in a given discipline must be interpreted in relation to the total number of programs evaluated in that discipline. The rank needed by a program to be in the upper quartile of programs ranked is shown. Those SUS programs which ranked in the upper quartile are identified with an asterisk.

*Original SUS Foundational Measure.

Analysis (II): As a result of regular Systemwide Program Reviews, every program offered in the SUS institutions is evaluated on a five-year cycle by a committee composed of faculty members and independent consultants. While these evaluations are used primarily for the purpose of program improvement, the conclusions of the review committee provide some indication of the relative quality of each program. Those programs which were judged to be exemplary are shown on Table II. The ratings of seven programs (Classics, English, Pharmacy, Veterinary Science, Agriculture, Dentistry, and Area Studies) were added since last year's report.

Rank of Florida on Indicator (II): No comparable national data base has been identified. The indicator is intended to show improvement within the State University System from year to year.

Analysis (III): Major attempts to rank order degree programs in a broad array of disciplines using the same methodology at the same time, such as that conducted during 1981-82 by the Conference Board of Associated Research Councils and reported in Analysis I, are very rare. Such massive efforts, if done in objective manner and following accepted research techniques, are usually conducted only once every five to ten years. However, more limited efforts to objectively rank degree programs in individual disciplines are conducted all the time by reputable academic, scholarly and professional organizations.

The information in this third level of analysis includes those events reported by the individual universities from the past year which the institutions feel are indicative of the increasing national stature of their programs. These indicators are reported in Table III.

Rank of Florida on Indicator (III): This analysis is intended to show the national stature of programs at individual universities and does not lend itself to making comparisons between states.

Table I
State University System of Florida
National Rank of Doctoral Programs
1981-82

| Doctoral Programs & Number of Programs Rated | Rank Needed for Upper Quartile | University of Florida | | | Florida State University | | | University of South Florida | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Faculty Quality | Effectiveness | Improvement | Faculty Quality | Effectiveness | Improvement | Faculty Quality | Effectiveness | Improvement |
| Anthropology (70) | 17.5 | 18.0 | 26.5 | 1.0* | | | | | | |
| Art History (41) | 10.0 | | | | 39.0 | 38.0 | 20.0 | | | |
| Biochemistry (138) | 34.5 | 72.5 | 56.0 | 22.0* | | | | | | |
| Botany (83) | 21.0 | 38.0 | 32.5 | 19.5* | | | | | | |
| Cellular and Molecular Biology (86) | | | | | | | | | | |
| Biological Science | 21.5 | | | | 53.5 | 34.5 | 30.5 | | | |
| Molecular Biophysics | 21.5 | | | | 53.5 | 43.0 | NA | | | |
| Chemistry (145) | 36.0 | 36.5 | 33.0* | 36.0* | 36.5 | 33.0* | 65.5 | 136.0 | 136.5 | 99.0 |
| Economics (93) | 23.0 | 44.0 | 53.5 | 5.5* | 66.5 | 59.0 | 56.5 | | | |
| English (106) | 26.5 | 64.5 | 64.0 | 29.0 | 89.5 | 92.5 | 80.0 | | | |
| French (58) | 14.5 | | | | 57.5 | 56.5 | 40.5 | | | |
| Geography (48) | 12.0 | 38.0 | 36.5 | 37.0 | | | | | | |
| Geosciences (91) | 23.0 | | | | 74.0 | 71.0 | 61.0 | | | |
| History (102) | 25.5 | 66.5 | 69.0 | 32.0 | 83.0 | 69.0 | 43.5 | | | |
| Linguistics (35) | 9.0 | 33.5 | 33.5 | NA | | | | | | |
| Mathematics (114) | 28.5 | 70.0 | 68.0 | 46.0 | 64.0 | 61.0 | 104.0 | 101.5 | 98.0 | 96.5 |

Table I
State University System of Florida
National Rank of Doctoral Programs
1981-82
(Continued)

| Doctoral Programs & Number of Programs Rated | Rank Needed for Upper Quartile | University of Florida Faculty Quality | University of Florida Effectiveness | University of Florida Improvement | Florida State University Faculty Quality | Florida State University Effectiveness | Florida State University Improvement | University of South Florida Faculty Quality | University of South Florida Effectiveness | University of South Florida Improvement |
|---|---|---|---|---|---|---|---|---|---|---|
| Music (53) | 13.0 | | | | 34.0 | 26.5 | 3.0* | | | |
| Microbiology (131) | 33.0 | 36.0 | 36.0 | 7.0* | | | | | | |
| Philosophy (77) | 19.0 | | | | 47.0 | 54.5 | 1.0* | | | |
| Physics (122) | 30.5 | 57.5 | 52.0 | 7.0* | 43.0 | 50.5 | 20.5* | | | |
| Physiology (94) | 23.5 | 55.0 | 48.0 | 31.5 | | | | | | |
| Political Science(82) | 20.5 | 52.5 | 58.0 | 48.5 | 45.0 | 40.0 | 7.5* | | | |
| Psychology (150) | 37.5 | 52.5 | 51.5 | 73.5 | 57.5 | 55.0 | 79.5 | 65.0 | 72.0 | 15.5* |
| Sociology (82) | 20.5 | 63.0 | 66.0 | 35.0 | 51.0 | 50.5 | 25.0 | | | |
| Spanish (69) | 17.0 | 61.0 | 57.0 | 65.5 | 64.0 | 65.0 | 58.5 | | | |
| Statistics (63) | 16.0 | 40.5 | 36.5 | 18.0 | 11.5* | 8.0* | 39.5 | 48.0 | 62.0 | 7.5* |
| Zoology (69) | 17.0 | 18.0 | 27.0 | 6.0* | | | | 53.0 | 54.0 | 28.0 |

*Programs in the Upper Quartile of those rated.

Source: Chronicle of Higher Education

Table II
UNIVERSITIES WITH EXEMPLARY PROGRAMS
CUMULATIVE THROUGH DECEMBER, 1986

As a result of Systemwide Program Reviews, the following programs were judged to have outstanding qualities:

| Programs | Universities with Exemplary Programs | Date of Review |
|---|---|---|
| Allied Health | UCF | 1983 |
| Art Education | FSU | 1984 |
| Art History | FSU | 1984 |
| Biology | UF, FSU | 1978 |
| Broadcasting | UF | 1979 |
| Building Construction | UF | 1983 |
| Business | UF, FSU, FAMU | 1984 |
| Computer Science | UCF | 1979 |
| Criminal Justice | FSU | 1979 |
| Dance | FSU | 1984 |
| Education | UF, FSU, USF | 1985 |
| Engineering | UF, FAU (Ocean Engineering and Electrical Engineering) | 1983 |
| Foreign Language Education | FSU | 1977 |
| Interior Design | FSU | 1983 |
| Landscape Architecture | UF | 1983 |
| Languages and Linguistics | UF | 1977 |
| Law | UF, FSU | 1985 |
| Library Science | FSU | 1984 |
| Marine Science | USF | 1977 |
| Mathematics | UF, FSU | 1984 |
| Music | FSU | 1984 |
| Nursing | UF (Master's), USF (Undergraduate) | 1977 |
| Parks and Recreation Management | FSU | 1985 |
| Philosophy | FSU | 1984 |
| Physical Sciences | UF, FSU | 1985 |
| Psychology | FSU (Experimental), UF (Counseling), FAU | 1979 |
| Public Administration | FSU | 1980 |
| Religion | FSU | 1984 |
| Social Work | FSU, FAMU (Undergraduate) | 1978 |
| Statistics | UF, FSU | 1984 |
| Theatre | FSU, FAU (MFA) | 1984 |
| Urban and Regional Planning | FSU | 1983 |
| Visual Arts | UF (Instruction) | 1984 |
| | USF (Gallery and Graphics) | 1984 |
| Classics | UF | 1985 |
| English | UF, FSU | 1985 |
| Pharmacy | UF | 1985 |
| Veterinary Science | UF | 1985 |
| Dentistry | UF | 1985 |
| Agriculture | UF | 1985 |
| Latin American Studies | UF | 1985 |
| American Studies | USF | 1985 |

TABLE III
NATIONAL ACADEMIC AWARDS/RECOGNITION

National Rank of Academic Programs by Discipline Oriented Surveys and Reviews

| Program | Rank | Ranking Entity |
|---|---|---|
| University of Florida | | |
| Fisher School of Accounting | 10 | Public Accounting Report |
| | 1 | Univ. of Delaware Survey |
| Finance | 5 | Quarterly Review of Econ. & Bus. |
| Counselor Education | 1 | Journ. of Counselor Ed. & Supv. |
| | 1 | Journ. of Multicultural Counseling and Development |
| Educational Leadership/ Ed. Ad. & Supv. | 1 | Georgia Professional Standards Comm. |
| College of Journalism & Communicaions | 1 (in innovation) 7 (in journalism ed.) | Associated Press Managing Editors |
| | 1 | Bateman Case Study National Competition |
| Anthropology | 9 | Conference Board of Associated Research Councils |
| Zoology | 8 | Conference Board of Associated Research Councils |
| Florida State University | | |
| Criminology | 1 | University of Michigan study |
| Music Ed (Doctoral) | 3 | Nat. Assn. Music Executives of State Universities |
| Music Performance (Doctoral) | 6 | Nat. Assn. Music Executives of State Universities |
| School of Social Work | 13 | Journ. of Soc. Work Educ. and Univ. of Texas study |
| School of Theatre | in top 6 | National Education Association |
| Accounting | 4 | CPA Personnel Report |
| | 9 | Issues in Accounting Educ. |
| Public Administration | 2 | University of Georgia study |

| Program | Rank | Ranking Entity |
|---|---|---|
| **University of South Florida** | | |
| B.S. in Chemistry | 9 | American Chemical Society |
| Ph.D. in Psychology | top 10% | Schwartz & Mensh |
| **Florida International University** | | |
| Hospitality Management | 3 | Hospitality Industry |

## University of Florida

A record of $102.5 million in sponsored research funding was received for 1984-85.

UF now has commitments for 36 Eminent Scholar Chairs.

Private giving reached an all-time high for 1984-85, with UF garnering more than $30 million in private support.

## Florida State University

$35.6 million was received by FSU in contract and grant funding for 1984-85.

FSU has increased the number of Eminent Scholars Chairs for which it has commitments from 9 to 13.

The Black Abolitionist Papers Project, directed by Professor C. Peter Ripley, has raised over $1.5 million from the National Endowment for the Humanities, the Rockefeller Foundation, the Ford Foundation, the Exxon Education Fund, and others.

## Florida A&M University

$7.6 million in contract and grant funding was received for 1984-85.

FAMU has acquired $600,000 from the Anheuser-Busch Foundation to fund a $1,000,000 Eminent Scholar's Chair in the School of Business and Industry.

The School of Business and Industry received in total from cash, commitments, in-kind contributions and earnings, $6,225,570.00.

The College of Engineering Sciences, Technology and Agriculture, part of a consortium with the University of Maryland Eastern Shores, Alabama A&M University and A.I.D. received $3,700,000 for a Tropical Roots and Tubers Research project in Cameroon.

The University received a planning grant of approximately $200,000 from A.I.D. to establish a Center on International Policy Studies at FAMU. This is a cooperative effort between A.I.D., FAMU and other 1890 Land-Grant Institutions.

An HRS contract for $267,000 was awarded to Allied Health to provide occupational, physical and speech therapy to clients at Sunland, Marianna.

$1,252,596 in Research and Training Grants was awarded to the College of Arts and Sciences.

University of South Florida

$22 million in contract and grant funding was received in 1984-85.

The College of Natural Sciences experienced a 36% increase in research grant funding during the past year, continuing a three year period of accelerated growth.

Three major research efforts were begun with the Harris Corporation, the funding for which supplements the grant received by the College of Engineering from the Florida High Technology and Industry Council to develop linkages with industries based in Florida.

The first endowed chair in the nation for family development was established by USF at its Sarasota Campus as the Evelyn Millis Duvall Endowed Chair.

$100,000 was secured from local businesses and organizations in the Ft. Myers area for the second year funding of the M.B.A. program. Total private donations to USF increased 17% from $12.1 million (1984-85) to $14.1 million (1985-86).

The total amount of funds received through external sources for sponsored research was increased by approximately 6% (increased from $21.9 million to $23.0 million). The College of Education, for example, secured total funding in excess of $5.0 million during the 1985-86 year from federal, state, and private grants, contracts, and gifts.

Florida Atlantic University

$3.2 million in contract and grant funding was received in 1984-85.

The Sun Bank/South Florida Endowed Professorship in Finance was established with a gift of $100,000 to be matched by $50,000 in State funds under terms of a program enacted by the Florida Legislature.

The William Bingham Foundation established an Endowed Professorship at FAU to be called the Mary Blossom Lee Endowed Professorship in Creative Writing with a $100,000 grant.

FAU received a commitment for its eighth Eminent Scholars Chair with a gift of $600,000 from the Good-Gulfstream Foundation in November of 1986.

University of West Florida

$4.6 million in contract and grant funding was received in 1984-85.

On a per capita basis, UWF is the third highest university in the SUS in the amount of research funds it has obtained.

University of Central Florida

$7.1 million in contract and grant funding was received in 1984-85.

Florida International University

$8.4 million in contract and grant funding was received in 1984-85.

University of North Florida

$1.7 million in contract and grant funding was received in 1984-85.

The University of North Florida was the recipient of 3B series computing equipment valued at almost $300,000 and installation of that equipment donated by AT&T.

Six new tennis courts were provided from private sector funds under the auspices of the UNF Osprey Club athletic boosters.

## University of Florida

The student chapter of the American Institute of Mining, Metallurgical and Petroleum Engineers (AIME) was designated the "Outstanding TMS-AIME Student Chapter in the Nation," for 1986, the sixth consecutive year for the UF chapter to be so designated.

The student chapter of the American Nuclear Society (ANS) received the Samuel Glasstone Award for the past six consecutive years.

The Society of Black Student Engineers (SBSE) received the Union Carbide National Chapter Excellence Award and the Outstanding Chapter Award for Region III in 1985-86.

The student chapter of the American Institute of Chemical Engineers (AICHE) received the National Chapter of Excellence Award in 1985 for the fifth consecutive year.

## Florida State University

David Harder, Psychology Department, was awarded the Thompson Award for the best student presentation of student research by the Behavior Genetics Association.

Jessee Kercheval won the prestigious AWP Short Story Award.

Dr. Jon Rogers, a recent graduate of the Higher Education Program of the Department of Educational Leadership, was presented the 1986 Ph.D. Dissertation of the Year Award by the Southern Association for College Student Affairs.

Eliza Pavalko, doctoral student, Sociology Department, won the award as the author of the best research paper by a graduate student presented by the Society for the Study of Social Problems.

Greg Barnett, student of Professor Bruce Holzman, School of Music, was first-place winner in the National Collegiate Artists Competition in Guitar sponsored by the Music Teachers National Association.

National Merit Scholar Josephine Mendoza was named by Time Magazine as a College Achievement Award Merit Finalist. Josephine was one of 100 college students recognized nationwide for academic excellence and extracurricular attainment.

The FSU chapter of the Golden Key National Honor Society was named as Outstanding Chapter at the national convention.

Florida A&M University

Alvin Stewart received the 1985 Challenge Award for the Southern Region awarded by the Speech and Communications Association.

Two students of the Army ROTC achieved the highest marks in leadership and tactics and were in the top 5% of approximately 4,000 cadets at the 1985 Advanced Camp.

The University Marching 100 Band under the directorship of Dr. William P. Foster received the coveted Sudler Intercollegiate Marching Band Trophy for the Outstanding Band in the Nation.

Average SAT scores for first-time-in-college students increased by 5% over the previous year.

The passing rate on the CLAST improved in this manner: October 1985 - 59.6%, March 1986 - 76.8%, and June 1986 - 85.5%.

One of FAMU's students is on the semi-finalist level among National Achievement Scholars.

Students in Nursing and Physical Therapy had a 100% passing rate on the licensure examinations.

University of South Florida

Achieved a higher rate of graduation for student athletes than the rate of the student population.

Achieved national competition and ranking in women's golf and tennis and in men's baseball.

Florida Atlantic University

The University Jazz Band has been recognized as one of the top bands in the world with an invitation to perform as a featured ensemble at Switzerland's prestigious Montreux International Jazz Festival in 1987.

Cara Carson, Mechanical Engineering, was selected as the first woman engineering intern to participate in the Washington Center Program in Washington, D.C.

Six students from the Ocean Engineering Department won a national competition for the best paper presented from any university in the United States by the American Society of Mechanical Engineers (ASME).

Carol Lynn Sclove has been awarded the Ekijah Watt Sells Award for outstanding performance on the May 1986 CPA exam. Ms. Sclove's grades were the second highest in Florida and in the top echelon nationally.

University of West Florida

An active and successful student exchange program has involved UWF students in the intensive German Language Study Program in Austria, the Australian Studies Program in western Australia, the Finnish/Baltic Studies program in Tampere, the Nordic Studies Program in Norway, the Anthropology/Archaeology Program in New Guinea, the Japanese Study Program in Tokyo, the Irish Studies Program at UCD, the Israeli Exchange Program in Tel Aviv, and the French Language Program in Quebec.

University of Central Florida

In 1985, students in the Computer Science Program placed second in the Southeast Computer Programming Competition and fourth in national competition. In November 1986, they won the Southeast Regional Championship and qualified to compete in the next national competition.

The University of Central Florida experienced a 114% increase in the number of National Merit and National Achievement Scholars enrolled during 1985.

A team of UCF College of Engineering students won the American Society of Automobile Engineering's Midwest Regional Competition with the mini-Baja racer.

Camille Dixon, an Industrial Engineering and Management Systems major, was one of 17 students selected nationwide to gain entry in the Washington Internship for Students of Engineering Scholarship Program.

The UCF Fighting Knights Baseball Team set a new state record with 28 consecutive victories. The team accumulated an impressive 46-13 record.

University of North Florida

Susan P. Ajoc was appointed by Governor Graham to serve as Student Regent on the Board of Regents for the 1986-87 academic year.

The UNF women's tennis team won the National Association of Intercollegiate Athletics National Championship in their third year of intercollegiate competition.

The average SAT and ACT scores were dramatically increased among UNF's 1986 incoming freshman class.

Florida State University

FSU has four faculty members who are members of the National Academy of Sciences and four who are members of the American Academy of Arts and Sciences.

Professor E. Imre Friedmann, Biological Science, received national recognition in Life magazine and on public television for his work in the Antarctic and is the 1986 recipient of the Humbolt Award.

Professor Richard Wagner, Psychology Department, received one of eight annual awards for the best review paper from the American Educational Research Association.

Professor E. I. Megargee, Psychology Department, received an award for "Distinguished Achievement in Correctional Psychology" from the American Association of Correctional Psychologists.

Professor J. J. O'Brien, Meteorology and Oceanography, was awarded the Sverdrup Gold Medal by the American Meteorological Society.

Professor T. N. Krishnamurti of Meteorology was selected Florida Scientist of the Year for 1986 by the Museum of Science and Industry in Tampa.

Professor Louis Bender, Department of Educational Leadership, was appointed by the National Research Center for Postsecondary Governance and Finance to assist in its three-year research project to determine factors that contribute to successful baccalaureate degree attainment by minority students. Both FSU and FIU have been selected to be included in the study based on an established track record for awarding degrees to under represented racial/ethnic groups and for a continuing commitment to improve opportunities for under represented minorities.

Members of the faculty of the Department of Public Administration played a major role in the Transition Support Project which was implemented to facilitate Robert Martinez' effective movement into the governorship of Florida.

Professor Thomas R. Dye, Policy Science Programs, was listed as one of the ten most frequently cited scholars in political science and public policy in the nation by the Quarterly Journal of the American Political Science Association.

Professor Patrick Meigan, School of Music, has been awarded a Fulbright Fellowship. He will perform concerts in Yugoslavia and serve as artist-in-residence at the Academy of Music in Zagreb during 1987.

Professor David Wingate, School of Music, won first place in the 11th Annual Religious Artists Vocal Competition.

Professor Lawrence Cunningham, Department of Religion, has been appointed Distinguished Visiting Professor of Theology at Notre Dame University.

Professor Richard Rubenstein, Department of Religion, was Visiting Professor of Jewish Thought at the University of Virginia in 1985 and will participate in an international conference on the non-Jewish victims of the Nazis sponsored by the United States Memorial Council, at the invitation of Nobel Prize recipient Elie Weisel, in 1987.

Florida A&M University

Mr. Ben McCune in the School of General Studies was elected president of the Southeastern Association of Educational Opportunity Program Personnel (SAEOPP).

From the Department of Music, Dr. William P. Foster directed the McDonald's All-American Band and Dr. Lindsey Sargeant composed, arranged and recorded the film and sound track for the State of Florida Drunk Driver's Campaign and also arranged for McDonald's All-American Band.

In the area of art, Dr. Yvonne Tucker was selected to appear in Who's Who in American Art, 1985, and Mr. Kenneth Falana took 2nd place in printmaking at the Sixth Annual National Art Exhibition and Competition, 1986.

Mr. Robert Ruggles, School of Journalism, was nominated by the National Association of Schools of Journalism and Mass Communication (ASJMC) to serve a three-year term on the Accrediting Council of Education in Journalism and Mass Communication.

Dr. Joseph W. Snorgrass, Journalism, was selected to serve a three-year term on the Board of Directors of the American Journalism Historians Association, where he also served as National President. Dr. Snorgrass also serves on the Editorial Board of Journalism Monographs.

Dr. Larry Frieder, School of Business, was appointed to the Editorial Advisory Board of Financial Review and the Journal of Economics and Business.

University of South Florida

John Patrick Rogers was appointed to be the first holder of the DeBartolo Eminent Scholar Chair in Liberal Arts.

The Nursing faculty productivity in terms of research and publications nearly doubled in 1985-86.

The Graphics Program is said to be the finest university-based graphics program in the nation and has the distinction of being the only university program to be archived in the National Gallery of the United States.

Florida Atlantic University

Dr. Norene Daly, dean of FAU's College of Education, was installed as president of the American Association of Colleges for Teacher Education (ACCTE).

Dr. J. A. Scott Kelso, eminent scholar in science, was invited as a guest of the USSR Academy of Sciences to speak at the Soviet American Seminar on Information Processes in Biosystems in Suzdal, Russia, in October of 1986.

Dr. B. Keith Lenz, exceptional student education, was recently chosen as the national recipient of the Council for Learning Disabilities' 1986 Award for Outstanding Research in Learning Disabilities.

Dr. Wilma Greenfield, director of the Social Work program, has begun serving a two-year term as president of the Florida Chapter of the National Association of Social Workers.

Dr. Walter Courtenay, professor of biological sciences, received the Maytag Distinguished Professorship for 1985-86.

Wesley Andrews, of the accounting faculty, was appointed Accounting Fellow of the Security and Exchange Commission for 1986-87.

University of West Florida

Faculty participation in foreign exchange programs has been successful and provided various faculty with opportunities to serve as visiting professors in Western Australia, New Zealand, Canada, Ireland, The Netherlands, Italy and England.

Ranga Rao, Professor of Biology, was named a Fellow of the American Association for the Advancement of Science.

Milton Usry joined the Department of Finance and Accounting under the Eminent Scholar Program as the Mary Ball Washington Professor.

Dr. Thomas Stritch, Chairman, Special Education, is currently serving as President of the Teacher Education Action Consortium for the Handicapped (TEACH).

University of Central Florida

Dr. Diane Chase and Dr. Arlen Chase, a UCF archaeological team, discovered the undisturbed graves of two Mayan rulers who died 1000 years apart. Their findings were reported throughout the United States, Europe, South America and Australia.

Abe Pizam in the Hospitality Department received the 1985 Research of the Year Award from the Council on Hotel, Restaurant and Institutional Education.

Marcella Kysilka in Education was elected president of Kappa Delta Phi, an international honorary education organization.

Pulitzer Prize-winning playwright Edward Albee will be Visiting Eminent Scholar at FAU this fall and will hold the Dorothy F. Schmidt Chair in the Visual and Performing Arts.

University of North Florida

Professor William A. Brown, Department of Fine Arts, was selected by Phi Kappa Phi as its first recipient of the organization's triennial Artist Award.

Professor Richmond A. Matteson was appointed the first Koger Distinguished Professor in American Music.

Florida A&M University

The School of Business and Industry, while not having achieved ranking from nationally known academic agencies or bodies, has been recognized by several business and industry elements as an undergraduate program that continues to lead in producing high quality graduates.

The programs in Architecture, Journalism and Pharmacy have all received high ratings from reviews conducted by external reviewers.

University of West Florida

The university's teacher education programs continue to receive favorable review based upon: (1) information collected in follow-up studies; (2) performance of students on the Florida Teacher Certification Examination; and (3) performance of UWF students in the Beginning Teacher Program.

Source for Table III: Institutional Reports

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer